

For Submission to the
Council on Education
for Public Health

Master of Public Health Program



Self Study Report



School of Community Health Sciences

Table of Contents

Table Reference	ii
List of Appendices	iii
Criterion 1.0: The Master of Public Health Program	
1.1: Mission	1
1.2: Evaluation and Planning.....	6
1.3: Institutional Environment	18
1.4: Organization and Administration.....	33
1.5: Governance	43
1.6: Resources.....	54
Criterion 2.0: Instructional Programs	
2.1: Master of Public Health Degree.....	68
2.2: Program Length.....	74
2.3: Public Health Core Knowledge.....	75
2.4: Practical Skills.....	76
2.5: Culminating Experience	81
2.6: Required Competencies.....	84
2.7: Assessment Procedures	91
2.8: Academic Degrees	96
2.9: Doctoral Degrees	97
2.10: Joint Degrees.....	98
2.11: Distance Education or Executive Degree Programs.....	99
Criterion 3.0: Creation, Application and Advancement of Knowledge	
3.1: Research	100
3.2: Service.....	115
3.3: Workforce Development	127
Criterion 4.0: Faculty, Staff and Students	
4.1: Faculty Qualifications.....	130
4.2: Faculty Policies and Procedure	143
4.3: Faculty and Staff Diversity	147
4.4: Student Recruitment and Admissions	150
4.5: Student Diversity.....	154
4.6: Advising and Career Counseling	159

TABLES

Table Number	Title of Table	Page Number
1.2(a)	MPH Data Streams	6
1.2(c)	Summative data on MPH program’s performance on outcome measures	11
1.2(c) 2	Indicators of Student Performance in UNLV MPH Program Requirements	15
1.5(c) A-I	Standing and Ad hoc Committees	48
1.5(d)	Faculty Participation in University Level Committees	51
1.6(b)	Sources of Funds and Expenditures by major category, FY 2008-2012	56
1.6(d)	Core Program Faculty Headcount	57
1.6(e) 1	Faculty, Students, and Student/Faculty Ratios 2009-2010	58
1.6(e) 2	Faculty, Students, and Student/Faculty Ratios 2010-2011	58
1.6(e) 3	Faculty, Students, and Student/Faculty Ratios 2011-2012	59
1.6(f)	SCHS MPH Non-Faculty Personnel	61
1.6(m)	Outcome Measures for Program Resources	66
2.1(a)	Instructional Matrix – Degree/Specialization	68
2.1(b)	Curriculum by Concentration	69
2.4(b)	Internship Organizations and Preceptors	78
2.4(d)	Medical Residents	80
2.5(a)	Culminating Experiences	81
2.6(a)	MPH Core Competencies, as adopted from ASPH	84
2.6(b)	Learning Experiences and Core Competencies	85
2.6 (c)	Competencies by Specialty Area	88
2.7(b)	Outcome Measures for Student Achievement	91
2.7(d) 1	Destinations of Graduates by Program Area 2008-2009	93
2.7(d) 2	Destinations of Graduates by Program Area 2009-2010	93
2.7(d) 3	Destinations of Graduates by Program Area 2010-2011	93
3.1(c)	Research Activity of Primary and Secondary Faculty from 2009-2012	107
3.1(d)	Research Outcome Measures	113
3.2(b)	Service Activities of Primary and Secondary Faculty from 2009-2012	116
3.2(c)	Service Outcome Measures	125
3.3(c)	Healthy Homes Training Courses	128
4.1(a)	Primary Faculty Supporting the MPH Program	131
4.1(b)	Current Other Faculty Used to Support Teaching Program	138
4.1(d)	Faculty Evaluation Rankings 2009-2011	141
4.1(d) 2	Outcome Measures to Assess Qualifications of Faculty Members	142
4.3(a)	Summary Demographic Data for Current Core and Other Faculty	147
4.3(a) 2	Comparison of SCHS Faculty with State and Nation population in terms of Race and Ethnicity (2010-2011)	147
4.3(b)	Summary Demographic Data for Full-Time Staff	148
4.4(d)	Quantitative Information on Applicants, Acceptances, and Enrollments by Program Area	151
4.4(e)	Students Enrolled in Each Degree Program by Area of Specialization, 2009-2012	152
4.4(f)	Outcome Measures for Students Admitted to the MPH Program	153
4.5(c) 1	Demographic Characteristics of Student Body from 2009-2012	156
4.5(c) 2	Frequency distribution of races/ethnicities in “Multi” category from 2009-2012	157
4.5(c) 3	International Students from 2009-2012	157
4.5(c) 4	Comparison of SCHS MPH Student Population with State and National Population in terms of Race and Ethnicity (2009-2012)	157

List of Appendices¹

Appendix 1	Instructor Evaluation by Students
Appendix 2	Faculty Assessment of the MPH Program
Appendix 3	Alumni Survey
Appendix 4	School of Community Health Sciences MPH Exit Survey
Appendix 5	UNLV Graduate Program Evaluation Form
Appendix 6	Internship Evaluation
Appendix 7	MPH Accreditation Survey for the First Day of Class
Appendix 8	Faculty Assessment of Students
Appendix 9	Assessment Report Form
Appendix 10	Preceptor Survey
Appendix 11	Employer Survey
Appendix 12	Faculty Workload Report
Appendix 13	Faculty Evaluation, non-tenure track
Appendix 14	Faculty Evaluation, tenure-track
Appendix 15	Faculty Evaluation, tenured
Appendix 16	Degree Plan Requirements Form
Appendix 17	Proposed Master's & Specialist Degree Program Form – Part 1
Appendix 18	MPH Degree Program Part II (EOH, EAB, HCAP, SBH)
Appendix 19	Advisory Committee Form
Appendix 20	Prospectus Approval/Thesis Approval Forms
Appendix 21	Oral Defense Form
Appendix 22	Final Exam Form
Appendix 23	Change in Proposed Degree Program Form
Appendix 24	Change of Advisory Committee Form
Appendix 25	Probation Request
Appendix 26	Separation Request
Appendix 27	Research/Service Activity Reports
Appendix 28	MPH Core End of Class Survey
Appendix 29	School of Community Health Sciences MPH Student Handbook
Appendix 30	Graduate Program Change Form
Appendix 31	UNLV Sexual Harassment Policy
Appendix 32	Board of Regents Ethical Code of Conduct
Appendix 33	Graduate College Appeal Form
Appendix 34	SCHS Bylaws
Appendix 35	Recruitment, Admission and Retention of Students
Appendix 36	GPSA Bylaws
Appendix 37	Grants and Contracts awarded to SCHS Faculty
Appendix 38	Rod Lee Bigelow Health Sciences Building (BHS) Floor Plan, 1 st Floor
Appendix 39	Rod Lee Bigelow Health Sciences Building (BHS) Floor Plan, 2 nd Floor
Appendix 40	Rod Lee Bigelow Health Sciences Building (BHS) Floor Plan, 3 rd Floor
Appendix 41	Rod Lee Bigelow Health Sciences Building (BHS) Floor Plan, 5 th Floor
Appendix 42	Paul McDermott Physical Education Building (MPE) Floor Plan, 2 nd Floor
Appendix 43	UNLV Campus Map
Appendix 44	Internship Syllabus
Appendix 45	Internship Project Proposal
Appendix 46	Internship Site Working Agreement
Appendix 47	Preceptor Evaluation Form
Appendix 48	Accreditation Assessment & Evaluation Tools
Appendix 49	Brochures by Concentration
Appendix 50	Nevada State Health Division Workforce Survey
Appendix 51	4 th Interdisciplinary Research Scholarship Day (IRSD) Program and Announcement

¹ Appendices are provided in a separate PDF.

1.0 THE MASTER OF PUBLIC HEALTH PROGRAM

1.1 Mission. The program shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The program shall foster the development of professional public health values, concepts and ethical practice.

1.1(a) A clear and concise mission statement for the program as a whole.

Mission: The mission of the School of Community Health Sciences (SCHS) is to advance the science of public health, improve the health and quality of life of people in our communities and work to eliminate health disparities in Nevada, the nation and the world by providing leadership in quality education, research and service. This mission statement also serves as the mission for the MPH and other SCHS degree programs.

Vision: Our vision is to be a vibrant center of excellence for public health teaching, research and community action, and a magnet for state, national and international students.

1.1(b) One or more goal statements for each major function by which the program intends to attain its mission, including instruction, research and service.

Education

Ensure that MPH students master a broad base of public health knowledge and develop specialized skills in one or more of the core disciplines of public health; these skills will allow them to effectively contribute to health promotion and disease prevention among diverse and underserved populations both locally and globally.

Research/ Scholarly Activities

Foster an environment that promotes and supports faculty and student researchers, in designing, implementing, interpreting and disseminating state-of-the-art applied, basic, interdisciplinary and community based research

Service

Initiate and foster community synergy with public and private entities, including the media, to support existing community activities, integrate new knowledge into community health planning and build awareness and appreciation of the role and responsibility of public health in our community.

1.1(c) A set of measurable objectives relating to each major function through which the program intends to achieve its goals of instruction, research and service.

EDUCATION GOAL: Ensure that MPH students master a broad base of public health knowledge and develop specialized skills in one or more of the core disciplines of public health that will allow them to effectively contribute to health promotion and disease prevention among diverse and underserved populations both locally and globally.

Objective 1: Students will complete, with a grade of “B” or higher, the set of mandatory core classes that build competencies in the basic disciplines of public health including epidemiology, biostatistics, environmental and occupational health, social and behavioral health and healthcare administration and policy as evidenced by:

- Core course offerings average grade point average (GPA)

- Percentage of grades received that are a “B” or higher in core courses
- Percentage of students on academic probation in any academic year for failing (<B) a core course

Objective 2: Students will complete, with a “B” or higher, classes that build competencies required for their concentration area including specialized and/or population specific knowledge or skills as evidenced by:

- Concentration course offerings average GPA
- Percentage of grades received that are a “B” or higher in concentration courses
- Percentage of students who indicate “agree” or higher that concentration courses meet or exceed MPH competencies on the end of class or exit surveys.

Objective 3: Students will apply knowledge and skills to reduce disparities in population health, risks/outcomes and public health policy or practice during internships, the capstone experience, graduate assistantships and post-graduate education and employment as evidenced by:

- Percentage of student internship agreements with community health organizations and non-governmental organizations (NGOs) working with underserved populations
- Percentage of student internship agreements with agencies responsible for public health policy, practice, administration or management
- Percentage of internship preceptors’ who rate students “above average” on student performance evaluations
- Percentage of students who successfully defend their capstone experience on the first attempt
- Percentage of students who continue on to doctoral programs, medical school or other advanced health related education programs
- Percentage of students who enter/advance in the public health workforce

Application of knowledge and skills is also assessed using qualitative data from open-ended questions on the internship survey, preceptor survey, employer survey and alumni survey (Section 1.2(a) and Section 4.6(c); Appendices 3, 6, 10 and 11).

RESEARCH GOAL: Foster an environment that promotes and supports faculty and student researchers, in designing, implementing, interpreting and disseminating state-of-the-art applied, basic, interdisciplinary and community based research.

Objective 1: Faculty will conduct basic, applied, and community based research that contributes to public health assessment, assurance, and policy development as evidenced by:

- Percentage of faculty serving as Principal Investigator (PI) or co-PI on research grants/projects annually
- Percentage of faculty with peer-reviewed publications annually
- Total number of SCHS peer-reviewed publications annually
- Percentage of research grants/projects that involve interdisciplinary research partnerships among faculty and professional staff within SCHS and UNLV, and other academic institutions.
- Percentage of research grants/projects and/or publications that include contributions by community partners
- Percentage of faculty that engage in community training, technical assistance and/or peer review of grant proposals and/ or manuscripts

- Percentage of faculty that participate in state, national, and international conferences and proceedings.

Objective 2: Students will demonstrate public health research skills with multiple opportunities to apply these skills through hands on research projects and present research findings as evidenced by:

- Percentage of students that complete a thesis project (capstone)
- Percentage of students that complete a professional paper (capstone)
- Percentage of students included in faculty research projects, as evidenced by authorship on abstracts, conference presentations, publications and/or participation in community service related to the research project
- Percentage of students included in faculty research projects, as evidenced by a graduate assistantships

SERVICE GOAL: Initiate and foster community collaboration with public and private entities, including the media, to support existing community activities, integrate new knowledge into community health planning, and build awareness and appreciation of the role and responsibility of public health in our community.

Objective 1: Faculty and students will work with community partners in research and related activities, to create a multi-dimensional knowledge exchange as evidenced by:

- Percentage of faculty that conduct community presentations and activities
- Percentage of faculty or staff who serve on at least one local health-related committee, community group or council
- Percentage of faculty or staff service on at least one regional, state, national or international health-related committee, organization or council
- Percentage of student internship agreements that include community service

Objective 2: Faculty will work closely with UNLV public relations, public media and other public entities to disseminate timely information about public health issues and projects as evidenced by:

- Number of local, state, national media stories about SCHS community activities per year (includes print, television, radio and internet)

1.1(d) A description of the manner in which mission, goals and objectives are developed, monitored and periodically revised and the manner in which they are made available to the public.

The mission, goals and objectives of the program are reviewed annually. A review may also be initiated when a specified goal or objective is not being met, when a weakness is identified through surveys, negative feedback, or consistent poor scoring. Mission statements, goals and objectives are discussed first by the SCHS Executive Committee, which consists of the chair of each department, center/institute directors and graduate coordinators. Proposed changes are then presented to the faculty for discussion and voting. Voting on policy changes is done in accordance with the SCHS bylaws. Conformance to the MPH program mission, goals and objectives is monitored by assessing various outcomes, including: GPA, time to graduation and graduation rate.

The review process also includes faculty recommendations regarding capstones, internships, course schedules, content improvement and the review of annual feedback from faculty and staff members, students, alumni and public health organizations in the Las Vegas community. The aforementioned feedback is gathered through faculty workload reports, faculty annual performance evaluations, routine surveys of students, alumni and employers, by mail, e-mail, from the Executive Committee and through the distribution of formal Executive Committee meeting minutes. These measurement tools are provided in Appendices 1- 28.

The MPH program's mission, goals and objectives are presented at the beginning of every fall and spring semester during student orientation, are posted on the school's website (at http://publichealth.unlv.edu/MPH_about.html), and are also provided to students by means of the SCHS Student Handbook² (Appendix 29). In addition, the final version of this self-study, which includes our mission, goals and objectives, will be made available on the SCHS website for public review.

1.1(e) A statement of values that guide the program, with a description of how the values are determined and operationalized.

The SCHS compiled a list of core values that best represent the values and beliefs of the school, adapted from the stated values of other public health programs across the nation, and the faculty voted for those that best reflected the school. These values are considered when reviewing student and employee applications and are integrated into the program by way of course instruction, capstones, internships, and everyday interactions with faculty members from program entry through graduation. These values are shared during the new student orientation, in the student handbook, and are posted on the SCHS website.³

The core values of the School of Community Health Sciences, including the MPH program, are as follows:

- The practice of public health should strive to advance and safeguard the health of populations, especially the most vulnerable, which include children, the elderly, the economically disadvantaged, minority and marginalized populations.
- Faculty, staff and students should uphold the highest principles of ethics, scientific and academic conduct, cultivate curiosity and respect all individual rights.
- A multidisciplinary approach in public health is vital to addressing health challenges.
- Achieving social justice should be a recognized element in furthering public health.
- Public health programs should include students, faculty and staff with diverse backgrounds.
- Public health education programs should combine quality classroom experience with applied field practice.

UNLV is committed to and driven by the following shared values that also guide the SCHS's decision making:

- High expectations for student learning and success.
- Discovery through research, scholarship and creative activity.
- Nurturing equity, diversity and inclusiveness that promote respect, support and empowerment.
- Social, environmental and economic sustainability.

² A link to the student handbook is also available on the SCHS website at: <http://publichealth.unlv.edu/>.

³ <http://publichealth.unlv.nevada.edu/>.

- Strong, reciprocal and interdependent relationships between UNLV and the surrounding region.
- An entrepreneurial, innovative and unconventional spirit.

1.1(f) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths

- The MPH program has a clear and concise mission statement.
- Goals, objectives and values were collectively discussed and approved.
- The goals and objectives coincide with the mission statement and are achievable.
- The goals and objectives support the values.
- Each goal will be assessed through clear, measurable objectives.
- Measurable objectives will be evaluated annually to determine if goals are reached.
- The mission statement, goals, objectives and values are available to faculty, staff, prospective students and the public through the SCHS website and are also available to current students via the student handbook.
- Ongoing review of the goals and objectives has resulted in their continued refinement to best reflect the SCHS.

Weaknesses

- None

1.2 Evaluation and Planning. The program shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the program’s effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

1.2(a) Description of the evaluation procedures and planning processes used by the program, including an explanation of how constituent groups are involved in these processes.

The MPH program is systematically monitored using tools created for evaluation and planning. Table 1.2(a) shows the data collection schedule, and the person or group responsible for collecting the information. All assessment tools can be found in Appendices 1- 28, and in the resource file.

Data Tool	Collected	Responsible Party
Instructor Evaluations (by Students)	End of every semester	Administrative Assistants/Chair
Faculty Assessment (for MPH Program Improvements)	Annually	Dean, Associate Dean
Alumni Surveys	Annually	Dean, Associate Dean, or Department Chair
School of Community Health Sciences MPH Exit Survey	Upon graduation	UNLV Career Services
UNLV Graduate Program Evaluation Form	Upon graduation	UNLV Graduate College
Internship Survey	End of every semester	Internship Coordinator
MPH Accreditation Information Survey for the first day of class	First day of classes, every semester	All faculty teaching classes
Faculty Assessment of Students	At culminating experience (defense or exam)	All faculty
Assessment Report Form	Annually	UNLV Office of Academic Assessment/Associate Dean
Preceptor Survey (Evaluation of Students)	End of every semester	Internship Coordinator
Employer Survey (Evaluation of Students)	Annually	Department Chair
Faculty Workload Report	Annually	Department Chair, Dean
Student Grade Reports	End of every semester	Associate Dean, Graduate Coordinator
Student Program Forms	Once for each student	Graduate Coordinator
Student Probation/Separation Report	End of every semester	Graduate Coordinator, Associate Dean
Research/Service Activity Reports	Annually	Dean, Associate Dean
MPH Core Competencies End of Class Survey	End of every semester	All faculty teaching classes

Process:

The Executive Committee, which consists of the chairs of departments, directors of centers and institutes and the graduate coordinators, meets regularly to review procedures for the MPH degree program. Committee meetings are held twice a month during the academic year. The Executive Committee confers with the dean and the executive associate dean of the SCHS regarding how to improve the MPH degree program and how to continually engage the community with the SCHS. The Executive Committee and the dean meet to discuss a wide range of subjects, including updates for the SCHS' catalog, community service, modification of forms, additions and revisions to the curriculum, budgetary information, and employee concerns. In addition they also review indicators from survey data, including student, alumni, employer and faculty surveys. Decisions requiring changes in the direction of the program and the school are subsequently submitted to the school faculty for potential action during a faculty meeting as stipulated by the SCHS bylaws.

Tools:

Instructor Evaluations (by Students)

At the end of every semester, students receive a SCHS Instructor Evaluation Form for each class. The form is administered by a student volunteer at the beginning of the last class of the semester. The class instructor is not allowed to be present while the evaluations are being completed. Evaluations for online classes are sent to students through WebCampus (an online community accessible to students and faculty for online classes, and to supplement in-person classes), uploaded by the Office of Information Technology, which compiles the results and sends them to the department chairs. The evaluations request the students' assessment of the instructor's presentation of goals, his/her command of the subject matter, the presentation of course materials, the instructor's evaluation methods, the provision of opportunities to increase the student's knowledge of the subject matter and an overall rating of the instructor's performance. The evaluation uses five-point Likert-scaled items with room for additional, open-ended comments. When all students have completed the survey, the student volunteer then delivers the surveys, in a sealed envelope, to the department office where the administrative assistants compile the results, remove any identifying information and type summaries of the responses. The instructor never sees the original surveys, and only views the typed-summaries after the semester's grades have been submitted. The typed summaries are sent to the course instructor, department chair and the dean of the SCHS after final grades have been submitted. Information from these surveys is used to evaluate teaching performance, teaching assignments and course content (Appendix 1).

Faculty Assessments (for MPH Program Improvements)

Faculty surveys are sent to all faculty from the executive associate dean, annually via e-mail. All questions are open-ended. Survey topics include possible additions to core classes, admissions requirements, enrollment limitations, how to improve student skill sets and any other current issues for which feedback might be helpful to the program. The surveys are collected and compiled by the SCHS administrative assistants. The final data are shared with faculty and used to address any problems and consider ways to enhance the program (Appendix 2).

Alumni surveys

Alumni surveys are sent from the dean's office annually via e-mail (through the online engine Survey Monkey) to all MPH graduates from the preceding 12 months, with all responses collected using an online survey engine. To date, respondents have included graduates from May 2006 to May 2011. A link to the alumni survey is also put on the SCHS Facebook page during the email collection time. Alumni suggestions for improvement are shared with faculty for comment. The Executive Committee then reviews faculty comments and suggestions (Appendix 3).

School of Community Health Sciences MPH Exit Survey

The Exit Survey is managed by the UNLV Career Services office.⁴ It is administered on a regular basis and is completed by students as they graduate. The survey is available through Survey Monkey. The link and a password are delivered to outgoing graduates through their colleges. Responses are then analyzed by Career Services, and separately by the MPH program. Career Services posts summaries of the surveys on its website, listed by school or college⁵ (Appendix 4).

UNLV Graduate Program Evaluation Form

This Graduate College survey is completed when students apply for graduation. The feedback is used to evaluate and improve graduate education at UNLV (Appendix 5).

Internship Surveys

Internship surveys are completed by students when they are near the end of their internship. The survey includes questions about the applicability of the placement to the students' concentration, whether they would recommend the placement for other students, whether their classes helped to prepare them for the internship, and whether the preceptor was helpful. The data are collected, compiled, and summarized by the internship coordinator. Student information is then shared with the student's academic advisor/committee chair. Responses are used to analyze the students' experience and the viability of the placement for other students (Appendix 6).

MPH Accreditation Information Survey for the first day of class

The Accreditation Information Survey is completed by students on the first day of class each semester. This survey includes questions about degree program and concentration, courses the student is taking, demographic information, when students applied and were admitted into the MPH program, other degrees, and whether or not the student is receiving a Graduate Assistantship from SCHS. These surveys are a convenient way to collect critical information needed to better understand the student population (Appendix 7).

Faculty Assessment of Students

Students are evaluated at the end of the program by faculty members who have taught/mentored them during the course of the MPH program. The evaluations are distributed to faculty by the executive associate dean. The results are compiled by the administrative assistants; and reviewed by the department chairs. The chairs review the reported common strengths and weaknesses of the students and discuss these with the faculty. The executive committee then identifies and implements modifications designed to improve student performance (Appendix 8).

Assessment Report Form

This form is used by the entire university. It provides consistent data used to assess the programs within academic departments. It includes open-ended questions regarding learning objectives, planned methods and measurement instruments, expected outcomes, results and conclusions from the assessments, program changes and planned implementation, and progress. The findings are used to improve the quality of student learning (Appendix 9).

Preceptor Survey (Evaluation of Students)

The survey is completed by all internship preceptors at the end of students' internship. The survey requests feedback on student internship performance and competencies and well as job performance. The core competencies are evaluated, and the preceptor is asked to rate the students using a 5-point

⁴ Career Services Website: <http://hire.unlv.edu/>

⁵ <http://hire.unlv.edu/reports.html>

Likert scale. The feedback helps to understand how to improve the internship experience for both students and preceptors. In addition, the survey includes open-ended questions to solicit recommendations for potential changes to the MPH curriculum, which are discussed with the faculty through the Executive Committee (Appendix 10).

Employer Survey (Evaluation of Students)

The survey is mailed annually to employers of recently graduated students. The survey requests feedback on job performance and competencies. The employer is asked to rate the graduate's knowledge and skills relevant to the core competencies, using a 5-point Likert scale. The feedback provides information used to improve the program's preparation of students to work in public health after graduation. The survey also includes open-ended questions to solicit recommendations for potential changes to the MPH curriculum, which are discussed with the faculty through the Executive Committee (Appendix 11).

Faculty Workload Report (Appendix 12)

Per UNLV policy, all faculty members must complete and submit a comprehensive Faculty Workload Report during the beginning of every spring semester, accounting for the previous calendar year. The reports are given to the executive associate dean of the SCHS. The reports are used to monitor faculty progress, contributions, workload, and school and community involvement. The information contained therein is also utilized for merit considerations. Certain categories within the report also document information that is used to assess whether the program has met certain objectives. Department chairs and deans use this report for UNLV required faculty evaluations (Appendices 13-15).

Student Grade Reports

Every semester the administrative assistants compile a report of student grades noting those who received less than a "B" in any class, those with an incomplete, and those who withdrew from a class. These data are used by the executive associate dean and the graduate coordinator to compile average GPA and prepare other documents such as the probation/separation report (located in the on-site file).

Student Program Forms

A series of forms detailing student degree programs, capstone experiences, internships, prospectus approvals and graduation readiness are required by the Graduate College for each student. These forms include the Degree Program Requirements form, Advisory Committee form, Master's Program Plan forms part 1 and 2, Prospectus Approval form, Oral Defense form and/or Final Exam Results form. The graduate coordinator oversees the preparation and compilation of these forms. The forms provide aggregate data useful for determining course loads, capstone needs, number of graduates and other related evaluative information such as demographic data (Appendices 16-24).

Student Probation/Separation Report

Every semester the graduate coordinator prepares a report for the executive associate dean identifying students whose academic record indicates they should be considered for probation or separation from the program. This report is then sent to the Graduate College for a final determination and appropriate action (Appendices 25-26).

Research/Service Activity Reports

This form is administered to faculty on an annual basis to obtain specific information directly related to the research and service goals. It is administered by the dean and the executive associate dean. The data are compiled by the administrative assistants and shared with faculty (Appendix 27).

MPH Core Competencies End of Class Survey

This survey was administered to students at the end of the Spring 2011 semester for the first time. Its purpose is to assess the extent to which students believe the class addressed the core competencies listed on the syllabus. The survey includes the MPH Program core competencies and depending on the class, one of four (Environmental and Occupational Health, Epidemiology and Biostatistics, Social and Behavioral Health and Healthcare Administration and Policy) concentration-specific competencies relevant to the class. The survey was designed to measure how well specific classes integrate the core competencies (Appendix 28).

1.2(b) Description of how the results of evaluation and planning are regularly used to enhance the quality of programs and activities.

The results of evaluations and surveys are first brought to the executive committee for review and consideration. Based on the review by the executive committee information is forwarded to the appropriate level (e.g., faculty, departments, graduate studies committee, and other school committees as appropriate) for additional review. At each level, the impact of the data on the current curriculum is considered.

Summaries of the information collected from the surveys are also discussed at faculty meetings and departmental meetings. Once a year many components of the program are addressed, and changes are made based on the results of these surveys from students, faculty, alumni and community organizations. These include curriculum changes, internship placements, research and service activities, and recognition of instructor and student strengths and weaknesses. Any proposed changes are presented at faculty meetings. The faculty members confer, vote and then implement the ideas that were approved by 51% or more of voting members.

1.2(c) Identification of outcome measures that the program uses to monitor its effectiveness in meeting its mission, goals and objectives. Target levels should be defined and data regarding the program's performance must be provided for each of the last three years.

The outcome measures used to track the MPH program's effectiveness were first discussed under 1.1 (c). Table 1.2 (c) presents data on the program's performance from 2009 through 2012. We will continue to work to improve our data collection process and response rate. Data used to create the following statistics was acquired from our evaluation tools or queries from PeopleSoft, UNLV's student database. These tools will be available to review in the onsite resource file.

Table 1.2 (c) Summative data on MPH program's performance on outcome measures						
EDUCATION GOAL: Ensure that MPH students master a broad base of public health knowledge and develop specialized skills in one or more of the core disciplines of public health that will allow them to effectively contribute to health promotion and disease prevention among diverse and underserved populations both locally and globally.						
Objectives	Indicators	Target	2009/2010	2010/2011	2011/2012	Action, if necessary
1. Students will complete, with a grade of "B" or higher, the set of mandatory core classes that build competencies in the basic disciplines of public health including epidemiology, biostatistics, environmental and occupational health, social and behavioral health and healthcare administration and policy	Core course offerings average GPA	3.0	3.34	3.70	3.64	
	Percentage of grades received that are a "B" or higher in core courses	95%	90.5%	96.1%	96.6%	
	Percentage of students on academic probation in any academic year for failing (<B) a core course	<5%	3.4%	8%	5%	
2. Students will complete, with a "B" or higher, classes that build competencies required for their concentration area including specialized and/or population specific knowledge or skills	Concentration course offerings average GPA	3.5	3.76	3.67	3.79	
	Percentage of grades received that are a "B" or higher in concentration courses	95%	98.3%	96.4%	100%	
	Percentage of students who rate concentration courses with "agree" or higher on MPH core competencies end of class surveys	85%	N/A ⁶	Spring 2011: 100%	Changed to exit survey	See 2.7(g)

Table 1.2(c) continued on page 12

⁶ The MPH Core Competency Surveys were developed in fall 2010.

Objectives	Indicators	Target	2009/2010	2010/2011	2011/2012	Action, if necessary
3. Students will apply knowledge and skills to disparities in population health, risks/outcomes and public health policy or practice during internships, the capstone experience, graduate assistantships and post-graduate education and employment	Percentage of student internship agreements with community health organizations and NGOs working with underserved populations	25%	F09: N/A ⁷ SP10: 100%	57%	69%	
	Percentage of student internship agreements with agencies responsible for public health policy, practice, administration or management	25%	F09: N/A SP10: 100%	37%	56%	
	Percentage of internship preceptors' who rate students "above average" on student performance evaluations	95%	100%	100%	93%	
	Percentage of students who successfully defend their capstone experience on the first attempt	95%	97%	94%	94%	
	Percentage of students who continue on to doctoral programs, medical school or other advanced health related education programs	25%	15%	20%	10% (known – see 2.7(d))	The mandatory exit survey will help capture these data (2.7(g)).
	Percentage of students who enter/advance in the public health workforce	60%	75%	63%	13% (known – See 2.7(d))	The mandatory exit survey will help capture these data (2.7(g)).

Table 1.2(c) continued on page 13

⁷ Internship data were not completely tracked until 2010, as internships were not mandatory.

RESEARCH GOAL: Foster an environment that promotes and supports faculty and student researchers, in designing, implementing, interpreting and disseminating state-of-the-art applied, basic, interdisciplinary and community based research.						
Objectives	Indicators	Target	2009/2010	2010/2011	2011/2012	Action, if necessary
1. Faculty will conduct basic, applied, and community based research that contributes to public health assessment, assurance, and policy development	Percentage of faculty serving as PI or co-PI on research grants	80%	65%	76.9%	81%	
	Percentage of faculty with peer-reviewed publications annually	100%	76%	100%	81%	
	Total number of SCHS peer-reviewed publications annually (as primary or co-author)	34	21	37	58	
	Percentage of research grants/projects that involve interdisciplinary research partnerships among faculty and professional staff within SCHS and UNLV, and other academic institutions.	80%	92%	79%	69%	
	Percentage of research grants/projects and/or publications that include contributions by community partners	80%	91%	84.6%	73%	
	Percentage of faculty that engage in community training, technical assistance and/or peer review of grant proposals and/or manuscripts	50%	24%	92.3%	81%	
	Percentage of faculty that participate in state, national, and international conferences and proceedings.	50%	72%	71%	88%	
2. MPH students will demonstrate public health research skills with multiple opportunities to apply these skills through hands on research projects and present research findings	Percentage of students that complete a thesis project (capstone) ⁸	50%	48%	38%	33%	
	Percentage of students that complete a professional paper (capstone)	30%	21%	48%	30%	
	Percentage of students included in faculty research projects, as evidenced by authorship on abstracts, conference presentations, publications and/or participation in community service related to the research project	20%	23%	54%	53%	
	Percentage of students included in faculty research projects, as evidenced by a graduate assistantship	20%	7%	13%	12%	

Table 1.2(c) continued on page 14

⁸ The HCA concentration has a capstone course with a comprehensive exam. Theses and professional papers are not required for the HCA concentration.

SERVICE GOAL: Initiate and foster community collaboration with public entities, private partners, and the media to support existing community activities, integrate new knowledge into community health planning, and build awareness and appreciation of the role and responsibility of public health in our community.						
Objectives	Indicators	Target	2009/2010	2010/2011	2011/2012	Action, if necessary
1. Faculty and students will work with community partners in research and related activities, to create a multi-dimensional knowledge exchange	Percentage of faculty that conduct community presentations and activities	60%	74%	85.7%	81.3%	
	Percentage of faculty or staff who serve on at least one local health-related committee, community group or council	60%	71%	71.4%	68.8%	
	Percentage of faculty or staff serving on at least one regional, state, national, or international health-related committee, organization or council	60%	59%	78.6%	75%	
	Percentage of student internship agreements that include community service	75%	100%	100%	100%	
2. Faculty will work closely with UNLV public relations, public media and other public entities to disseminate timely information about public health issues and projects	Number of local, state, national media stories about SCHS community activities identified per year ⁹	12 per year	60	100	54	

⁹ This is the number of unique stories identified. Some stories are picked up by the Associated Press which would push the annual number into the hundreds.

One of the ways the MPH program is able to measure its students understanding of the material is by their GPAs. Our target is that all students consistently earn an average GPA of 3.0 or above. Table 1.2 (c) 2 presents the average cumulative mean GPAs at the time of graduation.

	Number of Enrolled Students in the Fall	6 Core Courses Mean GPA	Cumulative Mean GPA at graduation	Internship Completion Percentage¹⁰	Number of Graduates
2009/2010	101	3.34	3.85	N/A	25
2010/2011	102	3.70	3.79	83%	35
2011/2012	76	3.64	3.79	72%	30

1.2(d) An analytical self-study document that provides a qualitative and quantitative assessment of how the program achieves its mission, goals and objectives and meets all accreditation criteria, including a candid assessment of strengths and weaknesses in terms of the program’s performance against the accreditation criteria.

This self-study document provides an assessment of the goals, efforts and progress of the UNLV MPH program. It includes information regarding the efforts of the faculty, staff and students, and indicators for goal achievement in all areas of the program. These data indicate that we track many of the metrics needed to evaluate student learning outcomes, however, we need to streamline the data collection progress. Many databases that are difficult to locate and manipulate are required to accurately find, present and track student and faculty success. The university has recently switched to a new data management program called PeopleSoft, as we phase in to this system we need to be aware of these deficiencies and work to correct them in the new system.

1.2(e) An analysis of the program’s responses to recommendations in the last accreditation report (if any).

This section is not applicable as this self-study will generate the first accreditation report for the MPH program at UNLV.

1.2(f) A description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, teaching faculty, students, alumni and representatives of the public health community.

The UNLV MPH program applied to begin the accreditation process on May 5, 2009. An Accreditation Committee was formed; the members included the dean, associate dean, business manager and a student worker. Members of the committee convened monthly. The committee gathered information about the program from MPH faculty members, they created various survey tools with input from the

¹⁰ The SCHS first began offering internships in the Fall of 2007. In the Fall of 2009, nine students were enrolled in an internship. Internships became mandatory for any student entering the MPH program in the Fall of 2010 or later. In addition, many students choose internships that last more than one semester, therefore they cannot be counted as “complete” at the end of a semester.

faculty, and distributed them to faculty, alumni, preceptors and graduating classes, as needed. The administrative assistant for the MPH program was a valuable source for various data, and the MPH graduate coordinator was instrumental in modifying the program documents to align with programmatic changes. In addition to many minor changes, the most significant were raising the credit requirement for degree completion, adding a mandatory internship of 120 hours (minimum), clarifying our objectives and changing the Health Education/Health Promotion concentration to Social and Behavioral Health.

On October 8, 2010, after the submission of the preliminary draft of the self-study, CEPH provided comments in regards to the insufficient data the program had with the new changes to the program, so the dean, associate dean and an MPH student worker began redrafting the self-study report. After more data were collected, a re-written self-study was composed with input from the faculty, staff and students from the MPH program. Two librarians from the UNLV Libraries also evaluated library resources and confirmed current data for Section 1.6(j).

Near the end of the creation of the preliminary self-study, the MPH faculty members met and were divided into four teams, one for each section. Each team copy edited and streamlined its section, checking for accuracy in substance and reading ease.

Alumni and community members were not directly involved with the creation of the preliminary self-study; however, their input regarding the MPH program was elicited through surveys. The preliminary self-study report was posted on the SCHS website, with a note welcoming feedback. MPH alumni and students were asked to review the self-study. We have received feedback from multiple alumni and students as well as a couple internship preceptors and part-time instructors. Dr. Dan Bubb, Director of Academic Assessment also read the self-study and provided feedback which has been incorporated into the self-study document.

1.2(g) Assessment of the extent to which this criterion is met.

This criterion is met with commentary.

Strengths:

- Multiple tools have been created to assess and improve the MPH program.
- Learning objectives and program values have been revisited and modified.
- Evaluations through various surveys, faculty workload reports, Executive Committee meetings and departmental meetings are ensuring that the program is monitoring its effectiveness, adhering to its values and meeting its mission.
- Ongoing, and improved data collection will allow the SCHS to more effectively evaluate the program
- Creation of an Accreditation Committee

Weaknesses:

- We received a low response rate on Alumni Surveys. We attempted to acquire higher response rates for 2009/2010 graduates by updating graduate emails through the exit survey, and will continue to acquire higher response rates through email and social media such as Facebook. In addition, students will be required to complete a series of exit, assessment and competency surveys when they apply for graduation. The faculty felt these surveys may be a better reflection of the skills the students acquired and will replace the last day of class survey.
- Low response rate for online course evaluations

- UNLV has recently changed all their reporting systems for electronically tracking student data, although these improvements will expedite data collection in the future, we had to create entirely new queries and learn all new systems to acquire our most recent data. Some of these requests require significant changes to the way the new system tracks students, many of these are complete, but a few changes remain (ex-requiring students to choose an area of concentration upon admission).

1.3 Institutional Environment. The program shall be an integral part of an accredited institution of higher education.

1.3(a) A brief description of the institution in which the program is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

The School of Community Health Sciences (SCHS) is part of the University of Nevada, Las Vegas (UNLV). The SCHS, formerly known as the School of Public Health, was established in 2004. The SCHS is located in the Division of Health Sciences. The division is comprised of the schools of Community Health Sciences, Dental Medicine, Nursing, and Allied Health. Guided by a mission that demands UNLV serve its community, the division is using research, education, training and service to form unique public and private partnerships. These partnerships are helping provide quality healthcare to the underserved, educating future professionals, and exploring ways to improve the health and well-being of our citizens.

UNLV was founded in 1957 and is presided over by Dr. Neal Smatresk. UNLV is a doctoral-degree-granting institution with more than 28,000 students and more than 900 faculty members. UNLV received \$55 million dollars in grants and awards in FY 2009, and hundreds of faculty and students are engaged in research projects in partnership with public and private entities. Over 220 undergraduate, masters and doctoral degrees are offered. The university has the following colleges or divisions: Business, Education, Educational Outreach, Engineering, Fine Arts, Graduate College, Health Sciences, Honors, Hotel Administration, Academic Success Center, Liberal Arts, Sciences and Urban Affairs. UNLV also boasts two professional schools: Dental Medicine and Law. Sixteen deans report directly to the provost, including the dean of the SCHS. UNLV has two 16-week semesters (fall and spring) and three summer sessions are held May through August.

UNLV's main campus is located on 337 acres in dynamic Southern Nevada. The university is ranked in the category of Doctoral/Research Universities-Intensive by the Carnegie Foundation for the Advancement of Teaching. UNLV is accredited by the Northwest Commission on Colleges and Universities. This is the accrediting body of postsecondary educational institutions in Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington, in addition to programs offered via distance education within these institutions. The Northwest Commission on Colleges and Universities is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). The following is a list of additional accrediting bodies UNLV is accountable to:

- The Association to Advance Collegiate Schools of Business
- National Architectural Accrediting Board
- National Association of Schools of Art and Design
- Commission on Accreditation of Athletic Training Education
- American Chemical Society
- National Accrediting Agency for Clinical Laboratory Sciences
- Accreditation Board for Engineering and Technology
- American Council for Construction Education
- Commission on Accreditation for Dietetics Education
- Commission on Dental Accreditation
- National Council for Accreditation of Teacher Education
- Association of University Programs in Health Administration
- American Association for Health Education
- Council for Interior Design Accreditation
- American Society of Landscape Architects
- American Bar Association

- Commission on Accreditation for Marriage and Family Therapy Education
- National Association of Schools of Music
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology
- National League for Nursing
- National Association for Sport and Physical Education
- Commission on Accreditation in Physical Therapy Education
- American Psychological Association
- National Association of Schools of Public Affairs and Administration
- Joint Review Committee on Radiologic Technology
- Professional Golfers' Association
- Council on Social Work Education
- National Association of Schools of Theatre

UNLV'S MISSION STATEMENT

UNLV is a research institution committed to rigorous educational programs and the highest standards of a liberal education. The institution produces graduates who are well prepared to enter the work force or to continue their education in graduate and professional programs. The faculty, students and staff enthusiastically confront the challenges of economic and cultural diversification, urban growth, social justice and sustainability. UNLV's commitment to this dynamic region and state centrally influences research and educational programs, which improve local communities. UNLV's commitment to the national and international communities ensures that research and educational programs engage both traditional and innovative areas of study and global concerns. UNLV's distinctive identity and values permeate a unique institution that brings the best of the world to this region and, in turn, produces knowledge to improve the region and world.

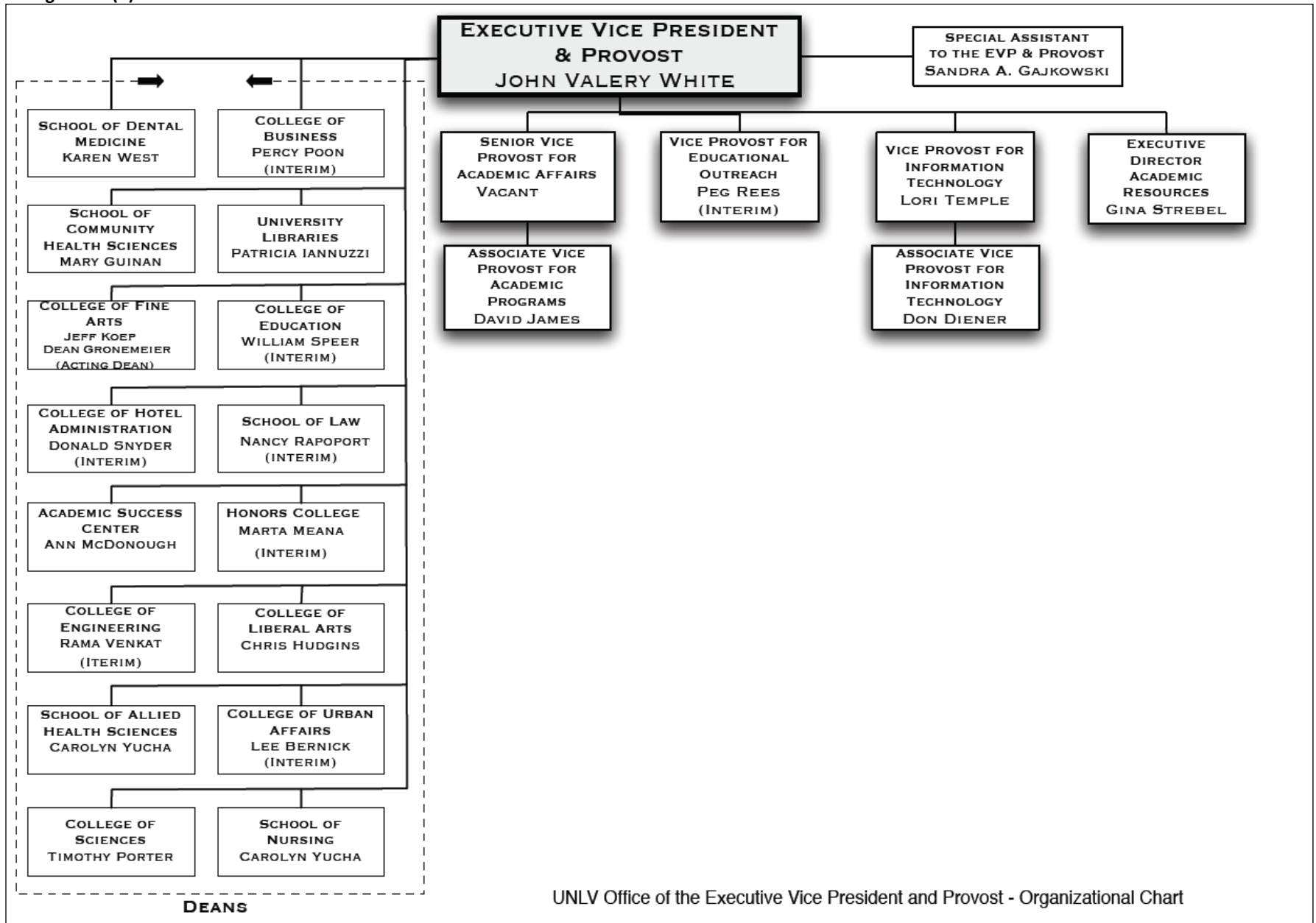
UNLV is committed to and driven by shared values that will guide institutional decision making:

- High expectations for student learning and success
- Discovery through research, scholarship and creative activity
- Nurturing equity, diversity, and inclusiveness that promotes respect, support and empowerment
- Social, environmental and economic sustainability
- Strong, reciprocal and interdependent relationships between UNLV and the region around us
- An entrepreneurial, innovative and unconventional spirit

1.3(b). One or more organizational charts of the university indicating the program's relationship to the other components of the institution, including reporting lines.

See Figure 1.3(b)1 and Figure 1.3(b)2

Figure 1.3(b)1

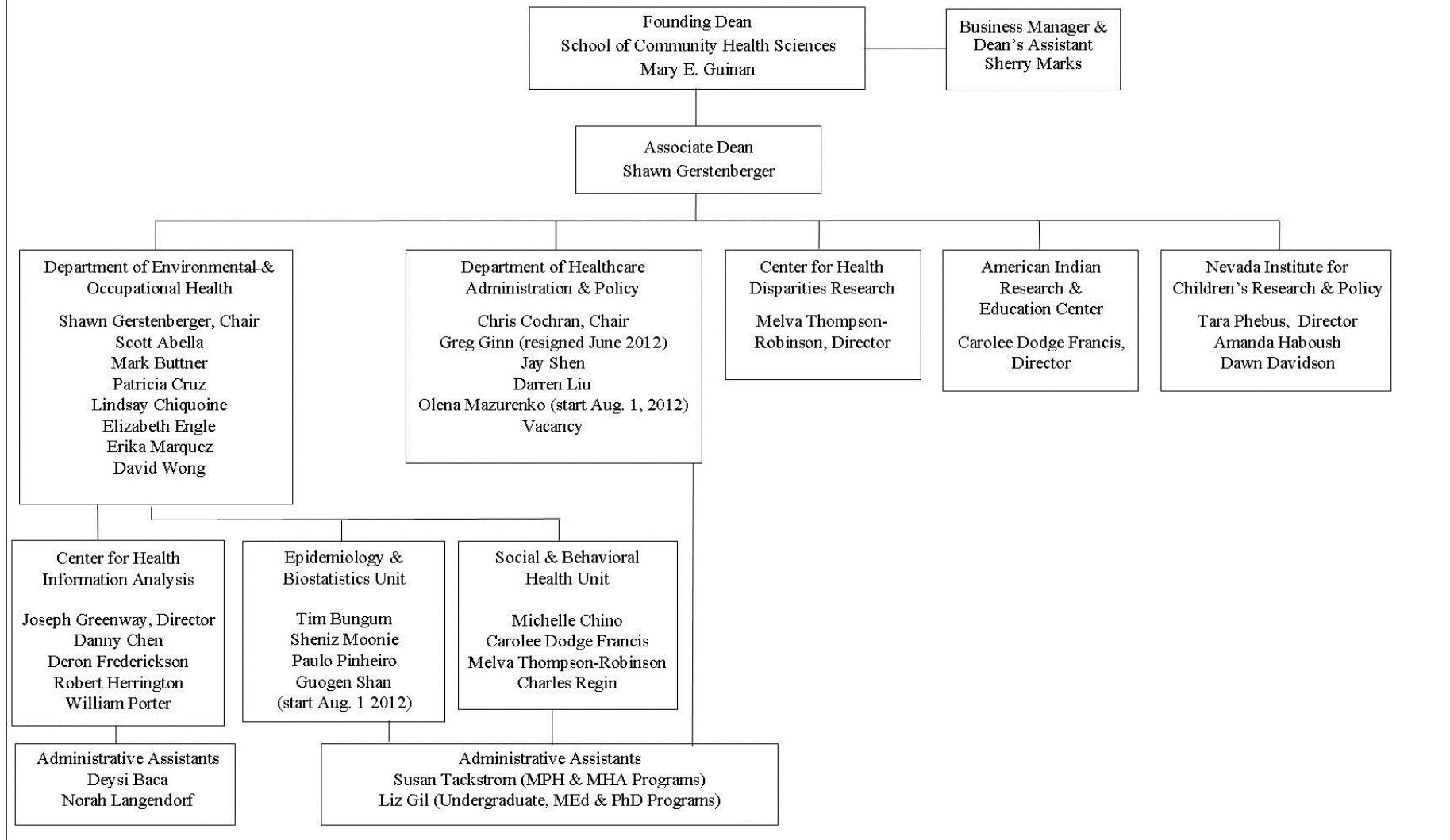


UNLV Office of the Executive Vice President and Provost - Organizational Chart

Figure 1.3(b)2

School of Community Health Sciences 2012 Organizational Chart

Revised 8/2/12



1.3(c) A brief description of the university practices:

University practices regarding lines of accountability, including access to higher-level university officials.

The Nevada System of Higher Education (NSHE) is a single, statewide structure for higher education, common to all eight NSHE institutions. University policies, procedures and processes, under the NSHE structure are prescribed by the Board of Regents regulations as contained in two key governing documents: The Board of Regents Handbook and NSHE Code.

UNLV's academic hierarchy is as follows:

- The faculty are accountable to their department head
- Department heads report to the dean of the school/college
- The dean reports to the executive vice president and provost,
- The Executive Vice President and Provost reports to the president,
- The President reports to the Board of Regents.

Additional details on this hierarchy are provided below and in Figure 1.3(b).

President

The UNLV administration is headed by the president who is responsible for the functioning of the university as shown in the Board of Regents Handbook. The president creates the administrative structure that best fits the mission of the institution. The president reports to the chancellor and through the chancellor to the Board of Regents. A more detailed discussion of the functions of the president is presented in Section 6.4 of the NSHE Code (Title II of the Board of Regents Handbook).¹¹

Faculty Senate

In accordance with the NSHE Code, UNLV Bylaws and Faculty Senate Bylaws, the university has an elected, representative Faculty Senate of fifty senators. The authority, purpose and objectives of the Faculty Senate are defined in its bylaws. Per Senate Bylaws, the Senate represents faculty members who hold at least a fifty-percent professional contract. The Faculty Senate meets monthly during the academic year in open meetings to which all faculty and staff are invited.

The UNLV Faculty Senate¹² has seventeen standing committees of ten to twelve members each, at least one of whom must be a senator. The Executive Committee of the Faculty Senate meets once a month with the executive vice president and provost, and twice per semester with the president. In addition, the Faculty Senate chair separately meets twice a month with the president and twice a month with the executive vice president and provost. The chancellor routinely briefs Faculty Senate chairs on future issues and seeks their input. Professional staff (non-teaching faculty), through provisions contained in the NSHE Code, have representation on the Faculty Senate and have their own standing committee of the Senate.¹³

The chair of the Professional Staff Committee is a member of the President's Advisory Council that meets monthly with the president. The president hosts a professional development workshop for all professional staff annually. Classified staff members are state employees and not governed directly by the Board of Regents. However, when the board is considering policies affecting them, representatives of classified staff attend the board meetings.

¹¹ See the NSHE Code in on-site file.

¹²<http://facultysenate.unlv.edu/>

¹³<http://prostaff.unlv.edu/>

Classified Staff

Classified staff members are represented at the university by the Classified Staff Council.¹⁴ The council meets once every month and operates under a set of bylaws. The president meets with the full council upon invitation. Additionally, the council chair serves on the President's Advisory Council.¹⁵ The president hosts a classified retreat annually. Classified employees may also elect voluntary membership in two lobbying/union groups that represent state classified employees throughout Nevada.

Students

By policy, UNLV students have a recognized and active role in governance through, at the undergraduate level, the Consolidated Students of the University of Nevada, Las Vegas (CSUN) and, at the graduate level, through the Graduate and Professional Student Association (GPSA). Both CSUN¹⁶ and GPSA¹⁷ operate as independent entities, but routinely interact with campus administrators through appointments to standing committees and ad hoc task forces. Leaders of CSUN and GPSA also serve on the President's Advisory Council.

The NSHE Vice Chancellor for Academic Affairs briefs the presidents of student associations on impending issues affecting students and seeks their input. The procedures for obtaining the input of faculty and students are defined in the bylaws of the Board of Regents, Title 1 Article V, Section 11. It clearly states that any faculty member, employee or student of the university, or any group of faculty members or other employees, or students of the university shall submit any matter to the board or its committees for official consideration, including requests for permission to appear before the board or its committees. Requests must be submitted, through the appropriate institutional president and through the chancellor for inclusion on the agenda of the board or one of its committees. These rights are actively exercised at board meetings by both students and faculty.

Per board policy, the Faculty Senate, CSUN, and GPSA are provided representative input at each meeting of the Board of Regents and serve as members of, or provide input to, the board's standing and ad hoc committees. Through its committees and scheduled meetings, the board regularly hears and approves reports from the institutions on a myriad of academic, administrative and student life issues. Nevada has a strong open meeting and open records law and, as such, the regents regularly hear input from the general public on matters before the board. As elected officials, regents are active in pursuing inquiries and issues raised by their constituents.

The Chancellor

The Chancellor is appointed by and serves at the pleasure of the Board of Regents. The Chancellor is evaluated annually by the Chair of the Board in accordance with procedures approved by the Board of Regents. These findings are then reported to the Board for review. Additionally, the Chancellor is evaluated periodically by a committee of the Board of Regents in accordance with procedures approved by the Board of Regents. The president of each NSHE institution is selected and appointed by the Board of Regents to serve as the chief administrative officer. The duties of the president are broadly defined in Title 1, Chapter 1, Article VII of the Board of Regents handbook.

On day-to-day matters, the presidents report to the chancellor. Presidents and the chancellor serve at the pleasure of the Board of Regents. The president of each NSHE institution serves as chief administrative officer and is selected and appointed by the Board of Regents. Title 1, Article VII, Section

¹⁴<http://cscouncil.unlv.edu/>

¹⁵<http://president.unlv.edu/president/advisory-council>

¹⁶<http://www.unlvcsun.com/>

¹⁷<http://gpsa.unlv.edu/>

4 of the Board of Regents Bylaws requires that the president is evaluated annually in writing by the chancellor in accordance with procedures approved by the Board of Regents. The chancellor provides a confidential summary of the findings to the board. In addition, the president has a full-scale periodic evaluation not later than the next-to-last-year of each contract period. The periodic evaluation is conducted by an ad hoc committee of the Board of Regents with input from the institution's various constituencies and, typically, an external consultant. Formal action on the president's contract is then considered by the full board.

Prerogatives extended to academic units regarding names, titles and internal organization.

Names, titles and organization are determined by the program, but do require approval. This process only requires review by the Graduate College New Programs committee. If approved by the committee, the changes are recommended to the graduate dean for implementation.¹⁸

Budgeting and resource allocation

Legislative Appropriations

The State of Nevada uses an Executive Budget model to develop the biennial budget. The Nevada System of Higher Education (NSHE), as a state agency submits a budget request based on its needs including new programs, new facilities set to go on-line during the biennium and program improvements. The budget model also includes inflationary adjustments for salaries and benefits. The governor then revises the budget with his/her priorities and submits the recommendations to the Legislature, which has final budget approval authority.

Responsibility for preparation and submission of the state budget for NSHE lies with the chancellor. NSHE, (formerly University and Community College System of Nevada, UCCSN) is a constitutionally authorized agency of the State of Nevada. Pursuant to State statute, the Board of Regents (BOR) is the sole trustee to receive and disburse all funds of NSHE. The BOR promulgates policies for financial planning and budgeting of the NSHE. Overall mandates and priorities are codified in the BOR Handbook.¹⁹ All state-appropriated funds are drawn from the State Treasury by the Chancellor's office for disbursement. The expenditure of those funds once disbursed is controlled by the university.

The NSHE governs eight colleges in the state of Nevada:

- University of Nevada, Las Vegas
- University of Nevada, Reno
- College of Southern Nevada
- Desert Research Institute
- Great Basin College
- Nevada State College
- Truckee Meadows Community College
- Western Nevada College

The NSHE budget includes 27 appropriation areas within the state supported operating budget. NSHE receives legislative appropriations and authorization for its operating budget on a biennial cycle, as the Nevada Legislature meets only every other year. Fiscal years 2011/2012 and 2012/2013 comprise this biennium. Every other year the NSHE presents a budget proposal to the Nevada Legislature. Once the Nevada Legislature has approved NSHE's budget, the Board of Regents generally does not have the

¹⁸ Graduate program change form, Appendix 30.

¹⁹ Title 4, Chapter 9, Internal Audit, Finance and Administration Policies, On-Site File.

discretionary power to alter the budgeted disbursements to each institution. In addition to appropriation units, the Nevada Legislature may allocate one-time funding for special initiatives.

On the university level, the NSHE legislatively approved the operating budget for state appropriations and authorized expenditures, and the BOR approved additional surcharges for a total of \$246,123,984 for 2010/2011. Source and percentage ratios are as follows for the fiscal year 2011²⁰: \$146,967,488 in state appropriations; \$94.5 million from student fees and surcharges; and \$5,696,280 from various other sources. All appropriated funds legislatively approved for the State-Supported Operating budget total 59.31% of the 2010/2011 budget.

At the college/school level, each dean shall have final responsibility and authority in determining specification of requests for the final budget request, as well as related requests, i.e., for new faculty Full Time Equivalency (FTE). As stated in the UNLV Bylaws (Chapter II, Section 7) each Department/School prepares and submits a budget request/recommendation via administrative channels when requested by the executive vice president and provost to do so. The dean shall involve the Dean's Advisory Council (DAC), chairpersons and other administrators as appropriate in the budget building and resource request activities within the college. In turn, the chairs shall involve program coordinators, area lead persons and general faculty in the budget planning and resource request process at the unit level.

The dean of the college has the responsibility and authority to work with the Controller's Office and/or Director of the Budget in determining final budget and other allocations for each fiscal year, once final figures become known.

The dean shall take into account the recommendations emanating from the DAC and the academic units regarding the budget, the mission, and long range plans accepted by faculty. Similar principles of decision making apply in the case of allocation of other resources, such as new faculty FTE, year-end monies and special equipment, travel or materials that become available.

Formula for Funds Distribution

State funds that are allocated for UNLV are based on a formula mechanism described in the NSHE Code.²¹ In brief, the Legislature allocates funding to the institution instructional budgets using formulas that will be described below.²²

Instructional Funding:

The instructional component of the formula is based on legislatively-approved student/faculty ratios and projected student full-time equivalent (FTE) enrollments. Student/faculty ratios are adjusted by relative discipline cost (low, medium, high and clinical) and by levels of instruction (lower division, upper division, masters, doctoral). Projected student FTE counts are made for each discipline-cost and level of instruction combination.

Academic Support Funding:

The academic support component of the formula for the universities and state college is driven by three factors: the number and size of colleges/schools at each university, the size of the libraries and the

²⁰ The fiscal year begins on July 1 of each year and the biennium begins on July 1 of each odd numbered year.

²¹ Board of Regents Handbook: Title 2, NSHE Code:

<http://system.nevada.edu/Nshe/index.cfm/administration/board-of-regents/handbook/>

²² Developed by the Committee to Study the Funding of Higher Education in Nevada as established by Senate Bill 443 (2001 Legislative Session). The Committee's formulas are published in detail in the Legislative Council Bureau's Bulletin No. 01-4 titled *Committee to Study the Funding of Higher Education*.

number of volumes held by each, and the size of the respective instruction budgets. Community college academic support formulas are calculated based on a fixed percentage of the instruction budget.

Student Services Funding:

The student services component of the formula for the universities, state college and community colleges is based on the combined projected student headcount and student FTE enrollment.

Institutional Support Funding:

The institutional support component of the funding formula for the universities, state college and community colleges is based on a percentage of the institution's total formula funded budget.

Operation and Maintenance of Plant Funding:

The operation and maintenance of plant component of the funding formula is based on a calculation of maintained building square footage (adjusted for age) and improved land acreage. The formula provides for custodial and building maintenance positions as well as for general operating supplies and equipment. Utilities, insurance and rent/lease costs are budgeted separately and adjustments are based upon consumption, rate changes, contractual agreements and the addition of any new or modified facilities.

Graduate Assistant Funding:

Graduate Assistant formula funding for the universities is based on the number of graduate student FTE's.

Library Acquisitions:

The library acquisition formula for the universities and state college is driven by the number of faculty, the number of students and the number of masters and doctoral programs offered. The library acquisition formula for the community colleges is based on the number of FTE students.

Hold Harmless/ Stoploss and Budget Reallocations:

The Legislature also approved a hold harmless/ stoploss measure for NSHE instructional budgets. NSHE instructional budget cuts for the universities and community colleges were held to a maximum reduction of 15.35% from the FY 09. Legislature approved the general fund amount plus actual COLA expenditures.

Tuition Generation and Retention

Both resident and nonresident students pay registration fees established by the BOR annually. The BOR's current policy is to set tuition and fees so that over time, the charge for full-time attendance (30 annual credits for undergraduates, 24 annual credits for masters and 24 annual credits for doctoral) will be equivalent to the most recently reported median tuition and fees charged by Western Interstate Commission for Higher Education (WICHE) peer institutions, using a three-year lag. There is no legal limit on the board's ability to raise fees and tuition.

In addition, the board creates numerous fees. While these fees are approved by the Board of Regents, the internal allocation of some of them is approved at the campus level.

Registration fees are generally payable upon registration for the fall and spring semesters. Students registered for at least seven credits may enter into contracts for deferred payment of room and board costs, course registration fees (which include student fees) and tuition fees. Additional fees, such as special course fees, student health center fee and accident and health insurance fees are not deferrable. Each institution determines the number of deferred payment installments that can be made throughout

the semester; with all deferred amounts paid no later than the end of the tenth week of instruction. A penalty of 10% is charged on the deferred balance not paid by the due date. The BOR has adopted a partial rebate program for employees who are activated to service in the U.S. armed forces and has adopted a waiver program for members of the National Guard.

The Board of Regents or the State Legislature may approve additional fee waiver programs at any time. The university has policies concerning the refund of fees. Except for students receiving Federal Title IV financial aid, the university permits 100% of fees to be refunded for withdrawals and net credit load reductions completed within the first week of the beginning of instruction. For total withdrawals through the end of the sixth calendar week of instruction, a 50% refund of fees will be granted. No refund generally is granted thereafter.

The weighted average credit hours are multiplied by the updated registration fees for the biennial period to calculate gross registration fee revenue. This figure is reduced by a realized factor based upon the most recent year of actual registration fees. For biennial 2011/2012, the realized factor is 57.41%.

The UNLV Budget Office begins projecting fiscal year revenue before the fall semester starts and continues to update the projection based upon enrollments through the spring semester. For each academic semester, reconciliation is performed at the student level, comparing the theoretical revenue to the billing records.

Non-resident Tuition

Tuition varies by full-time and part-time status. The campus provides biennial nonresident tuition projections along with supporting documentation. These projections are incorporated with the legislative approved biennial budgets and are distributed at 100% to the state budget. The projections take into account recent historical trends and reasonable expectations of nonresident enrollments for the next two years.

Indirect cost recoveries

At UNLV, indirect cost recovery (also known as facilities and administrative [F&A] cost recovery) is used to fund the following activities: departmental and college research; research supported by the Office of the President and the Division of Research and Graduate Studies; laboratory start-up costs through the Office of the Executive Vice President & Provost and the Division of Research and Graduate Studies; administrative costs related to research (department administrative support, compliance, and sponsored programs staff); and in some units, direct seed funding to faculty researchers who generate F&A costs.

The university cabinet determines the distribution of F&A cost recovery at UNLV. The current distribution of recovered F&A is as follows: 48% to Research and Graduate Studies; 40% to the College/School/Center from which the grant originated; 4% to the President's Office; 4% to the Executive Vice President & Provost Office; and 4% to the University Libraries (<http://research.unlv.edu/osp/f&a.html>).

Although there is no written policy at the college/school-level, approximately one-third of the F&A recovered by SCHS goes to the dean's indirect cost recovery (IDCR) account (a general fund to be used at the discretion of the dean), one-third is distributed to the Principal Investigator's department account and one-third goes to the PI's IDCR account. The distribution of recovered F&A at the school-level can be changed by the dean at any time.

Taxes or levies imposed by the university or other entity within the university

UNLV is exempt from taxation; however, the university is required to pay Federal Income Tax on net income from activities that are unrelated to the exempt mission of the university. UNLV's primary mission is to provide instruction and research. A business activity is not substantially related to an organization's exempt purpose if it does not contribute importantly to accomplishing that purpose.

Unrelated Business Income Tax (UBIT) is a tax imposed on the unrelated income generated by tax-exempt organizations.

Unrelated Business Income consists of income generated by the university from activities that are not related to the exempt mission of the university. Income is considered to be unrelated if all of the conditions listed below are met:

- The activity is conducted as a trade or business;
- The activity is regularly carried out, and;
- The activity is not substantially related to the exempt mission of the university.

Exceptions:

Income generated from the following activities is not subject to UBIT, even if all three unrelated business income tests described above have been met:

- Activities conducted for the convenience of the students, faculty, and staff
- Rental income
 - Applies to real estate only
 - Exclusion may be lost if services (i.e., catering) are provided
 - Exclusion may be lost (partially or fully) if personal property is included (i.e., audio visual equipment, tables, and chairs)
- Capital gain transactions
- Interest and dividends
- Royalty income
- Distribution of low-cost research
- Research activities
 - Activity must constitute research
 - If activity is for "routine testing" with no value, exception does not apply

Distribution of tuition and fees

Registration fees and tuition levels are set by the Board of Regents in consultation with the campuses and according to board policies. The board approves registration fees, a portion of which supports capital improvements, general improvements and student access (financial aid). Student fees also cover activities and programs such as student government, athletics and the Academic Success Center. Approximately 64% of the registration fee for undergraduates and 69% for graduates, along with 100% of non-resident tuition are directed to the state, in support of the state-appropriated budget. Remaining revenue is authorized for each institution to address specific issues.

Both resident and nonresident students pay registration fees established by the board annually. The board's current policy is to set tuition and fees so that over time, the charge for full-time attendance (thirty annual credits for undergraduates, twenty four annual credits for masters and doctoral) will be equivalent to the most recently reported median tuition and fees charged by Western Interstate Commission for Higher Education (WICHE) peer institutions, using a three-year lag. There is no legal limit on the board's ability to raise fees and tuition. Board policy is to provide certain students, grants-in-aid waivers of certain of the student fees for up to 3% of the enrollment for the prior fall semester. In recent

years, the board has not provided grant-in-aid funding for the full 3% allowed by the policy. In addition, the board creates numerous fees. While these fees are approved by the Board of Regents, the internal allocation of some of them is approved at the campus level.

Registration fees are generally payable upon registration for the fall and spring semesters. Students registered for at least seven credits may enter into contracts for deferred payment of room and board costs, course registration fees (which include student fees) and tuition fees.

Additional fees, such as special course fees, student health center fee, and accident and health insurance fees are not deferrable. Each institution determines the number of deferred payment installments that can be made throughout the semester; with all deferred amounts paid no later than the end of the tenth week of instruction. A penalty of 10% is charged on the deferred balance not paid by the due date. The board has adopted a partial rebate program for employees who are activated to service in the U.S. armed forces and has adopted a waiver program for members of the National Guard.

Tuition varies by full-time and part-time status. The campus provides biennial nonresident tuition projections along with supporting documentation. These projections are incorporated with the legislative approved biennial budgets and are distributed at 100% to the state budget. The projections take into account recent historical trends and reasonable expectations of nonresident enrollments for two subsequent years.

Miscellaneous Student Fees:

Miscellaneous student fees in the state operating budget include:

- Undergraduate Application Fees
- Graduate Application Fees
- Student Late Fees
- Returned Check Collection Fees
- Cashier Overage or Shortage

Analysis of total revenue from each category is used to project miscellaneous student fee revenue and this analysis yields an average yearly revenue increase for each category. Miscellaneous student fees revenue is monitored periodically as part of state revenue projections.

Support for fund-raising

All fundraising activities at UNLV are coordinated through the UNLV Foundation, a 501(c)(3) organization, that is closely affiliated with the University. The UNLV Foundation is a legally distinct entity. The Vice President for Advancement is the University's chief development officer. The Vice President for Advancement is supported by the Senior Associate Vice President for Development and Executive Director of the UNLV Foundation. The NSHE Board of Regents are members of the primary governing board of the UNLV Foundation. A voluntary board of trustees made up of prominent members of the business community is responsible for the on-going operations of the Foundation. The President of the University is an active member of this board and plays an important role in its activities.

The Foundation is responsible for all gift receipting, gift fund accounting, donor recognition, and other common functions necessary to the development function. In addition, the NSHE manages some endowments and gifts. All activities connected with fundraising, gift accounting, gift acknowledgment, and all related areas are conducted in a professional and ethical manner and comply with NSHE policy, Nevada State law, IRS, and other relevant federal regulations.

UNLV and the Foundation share the same fundraising policies and executive leadership meets with campus wide fundraising personnel frequently to review policies, coordinate planning, and respond to issues or concerns. No member of the University community is authorized to conduct fundraising activities on behalf of UNLV or any of its parts without specific authorization of the UNLV Foundation.

The NSHE Chancellor, through his senior staff, manages all endowment gifts and life-income gifts made to UNLV through the Board of Regents. This process is subject to the review and oversight of the Board of Regents' Finance and Investment Committee.

The UNLV Foundation, through its Finance and Investment Committee, manages all endowment gifts and life-income gifts made on behalf of UNLV to the UNLV Foundation. Both UNLV and the Chancellor's Office maintain complete, detailed records concerning these funds. All activities of these two organizations comply with all legal regulations. The activities of these two organizations are audited regularly.

At the college/school level, the SCHS has received generous gifts from community members who believe in our program objectives, goals and values. Between fiscal years 2006 to 2010, SCHS received monetary transfers from the UNLV Foundation in the amount of \$182,179 from the Bigelow Health Sciences gift to the Division of Health Sciences.

In addition, the Foundation manages the following gift funds for the School of Community Health Sciences: Dean's Associates fund, Center for Health Disparities fund, American Indian Research and Education Center fund, Nevada Institute for Children's Research Policy fund, Stacy Darling Endowment and Scholarship funds, and the Mary Guinan and Shawn Gerstenberger Public Health School Endowment fund. The Dean's Associates – School of Community Health Sciences (SCHS) fund started with a balance of \$2,667 in FY 2009 and received contributions in the amount of \$12,000 in FY 2010, \$14,519 in FY11 and \$1,680 in FY2012. On June 30, 2011, a Memorandum of Understanding (MOU) between the UNLV Foundation and Drs. Guinan and Gerstenberger was executed transferring \$26,667.06 from the Dean's Associates-SCHS fund to establish the Mary Guinan and Shawn Gerstenberger Public Health Scholarship Endowment Fund (an investment, interest bearing account) in which only the interest is distributed for future awards. As of December 31, 2011, the balance in the Dean's Associates-SCHS fund was \$4,200 and the balance in the Mary Guinan and Shawn Gerstenberger Public Health Scholarship Endowment Fund increased to \$37,727.06 as a result of Foundation and individual gift contributions in the amount of \$11,060 during FY12.

Personnel recruitment, selection and advancement, including faculty and staff

Recruitment and Selection ²³

Permission to recruit and select new faculty must be secured from the executive vice president and provost via the dean of the college. In general, this is done by 1) securing the reallocation of a faculty position vacated by a retirement or resignation, or 2) securing approval for a newly created faculty position. In addition to the guidelines for recruitment, job descriptions are drawn up by the appropriate department, in consultation with the chairperson and the dean of the college. Job descriptions will be in a format consistent with requirements of the University Affirmative Action Office (AAO). The Vice President for Diversity and Inclusion performs an audit of the current department faculty before a new hire is approved. Justification must be possible for each qualification. Vacancy notices will be sent out from the department chairpersons' offices using recruitment lists developed for this purpose. Clearance from appropriate administrative officers shall be secured prior to such mailings. A search and review

²³ See Chap. 5, Section 5.4.1, NSHE Code and UNLV Bylaws, Chap. III, Sec. 15 (On Site File)

committee will be appointed by the department chair with appropriate input by faculty and with clearance by the dean in accordance with Human Resources policies and procedures.

The department may recommend a ranked list of names to the dean for approval. The dean in turn recommends the hiring of a new faculty member to the executive vice president and provost who make the final decision on such matters. The department may make recommendations to the dean regarding appropriate salary, years of credit and rank for specific candidates.

Advancement

All tenured and non-tenured faculty and professional staff must undergo annual evaluations in accordance with the Board of Regents and university procedures.²⁴ The Annual Evaluation Report which conforms to the requirements of UNLV Bylaws is available through the UNLV Office of the Provost website²⁵. The annual evaluation of faculty is initiated by the department chairperson in harmony with guidelines established in the NSHE Code²⁶ and UNLV Bylaws, and implemented annually through regular administrative channels. Each review covers the preceding calendar year. This review is one indicator for determining the eligibility of faculty for salary increments, including merit, rank promotion and/or tenure. Attention should be given to Section 5.12.2. (b), of the NSHE Code that states, "An overall 'unsatisfactory' rating in two consecutive annual performance evaluations as provided in this section shall be cause for termination of employment."

Merit is based on exceptional achievement in the three areas of academe (e.g., teaching, service, scholarship) with equal weight given to each area. Merit awards in the SCHS are based on the recognition that faculty have continuing responsibilities in all three areas and that merit is reserved for exceptional achievement, not simply meeting minimal job requirements.

All faculty (i.e. clinical, tenure-track, tenured, newly-hired faculty, and faculty on leave or sabbatical) are eligible to apply for merit regardless of the length of time they have been employed by UNLV. The award of merit shall require a specific application and an evaluation process separate from annual or other evaluations made of faculty. Unit administrators, including chairs, directors, associate deans and assistant deans must file applications through the faculty process to receive merit awards for teaching, research and non-administrative service.²⁷ Merit is based on a calendar year and may include accomplishments while working at another institution or as a doctoral student. Appropriate documentation must be provided when applying for merit.

Academic standards and policies, including establishment and oversight of curricula

Proposed new courses and changes to the curriculum are discussed and approved at the Department level, then forwarded for approval to the SCHS Curriculum Committee. Proposals are then sent to the Graduate College Curriculum Committee, which reviews and recommends approval of graduate-level courses before they are published in the class schedule, Graduate Catalog, or other lists of course offerings. The committee also reviews proposals for changes in graduate course name, number, description, or prerequisite requirements. Only courses that have received departmental and/or college approval are reviewed by the committee for subsequent approval by the Graduate College dean.²⁸

²⁴ See Chapter III, Section 8 of the UNLV Bylaws: NSHE Chapter 5, sections 5.11 & 5:12 (On Site File)

²⁵ <http://provost.unlv.edu/policies.html>

²⁶ NSHE Code (Chap. III Section 3.4.2.b,-Standards for Recommending Appointment with tenure) and UNLV Bylaws (Chap. III, section 8, Annual Evaluation of Faculty).

²⁷ See Appendix 12 for Annual Review Self-Report / Merit Application forms, Appendices 13-15

²⁸ <http://graduatecollege.unlv.edu/facstaff/committees/curriculum.html>

1.3(d) If a collaborative program, descriptions of all participating institutions and delineation of their relationships to the program.

This is not applicable to the MPH program.

1.3(e) If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program's operation.

This is not applicable to the MPH program.

1.3(f) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The SCHS MPH program is a fully integrated program within UNLV, an established university that is fully accredited.
- The MPH program contributes to UNLV's mission of rigorous education, commitment to diversity, research and service to the community, and abides by UNLV's policies, procedures and ethics, recruitment, hiring and admissions practices.

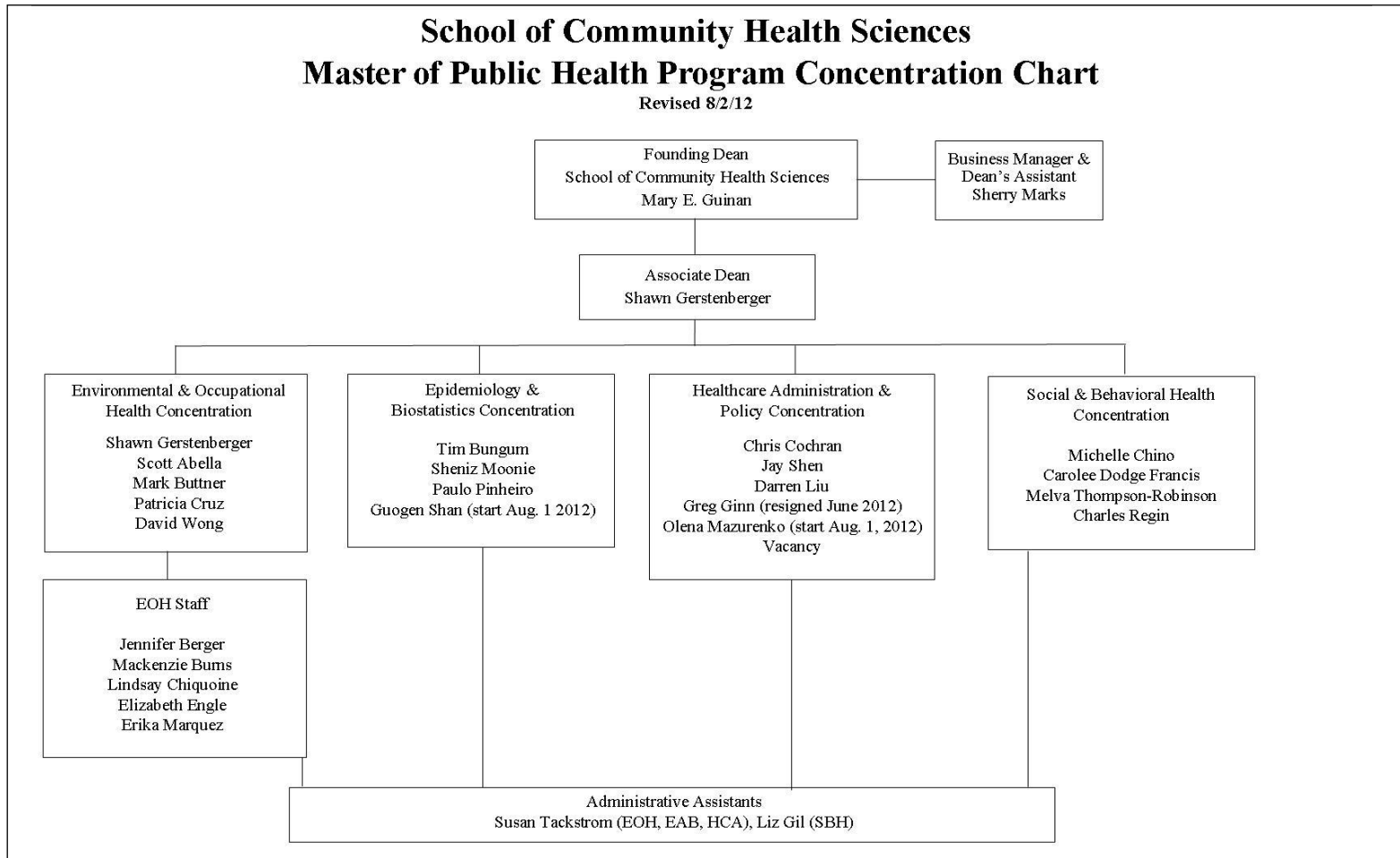
Weaknesses:

- None

1.4 Organization and Administration. The program shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration. The organizational structure shall effectively support the work of the program’s constituents.

1.4(a) One or more organizational charts showing the administrative organization of the program, indicating relationships among its component offices or other administrative units and its relationship to higher-level departments, schools and divisions.

Figure 1.4(a)



1.4(b) Description of the roles and responsibilities of major units in the organizational chart.

In addition to the MPH degree, the SCHS oversees the granting of the Bachelor of Science degrees in Public Health and Healthcare Administration, Masters in Healthcare Administration and the Doctor of Philosophy degree in Public Health. The Masters of Education in Health Promotion program is being phased out; faculty voted to eliminate it December 2011.

Dean of SCHS:

The chief administrative officer shall be the dean of the SCHS. The duties of the dean of the SCHS, acting as the Chief Administrative Officer of the SCHS, include, but are not limited to, the following:

- Provide leadership in establishing and implementing SCHS goals, priorities and policies
- Personnel selection, management and evaluation, including an appointment letter with written promotion and tenure guidelines
- Budget preparation and allocation
- Fiscal oversight
- Chair the SCHS Executive Committee
- Provide recommendations for forming, splitting, consolidating or eliminating units within the SCHS
- Other duties as provided under contract or as deemed appropriate to further the mission and goals of the SCHS

Executive Associate Dean/Chair:

The duties include, but are not limited to:

- Fiscal oversight and management of department/program budget
- Scheduling of classes and departmental functions
- Responsibility for personnel recruitment and evaluation, including recommendations on retention, tenure, promotion and annual performance evaluation
- Provide leadership in establishing and implementing departmental goals, priorities and policies
- Act as an advisor to both students and departmental faculty
- Other duties as provided under contract or as deemed appropriate to further the mission and goals of the department/program and the SCHS

Business Manager/Dean's Assistant:

The SCHS business manager/dean's assistant is responsible for the financial management of the school's research awards (grants and cooperative agreements), contracts, self-supporting accounts, gift accounts, state-appropriated funds, and UNLV Foundation/outreach accounts. The business manager/dean's assistant works closely with UNLV's Office of Sponsored Programs (pre-award and post-award), the Budget Office and the Office of the Controller to ensure compliance with the terms and conditions of all awards, as well as federal, state and local regulations. In addition to the financial and research administration of the School's accounts, the business manager is the school liaison to the Office of the Vice Provost for Academic Affairs and is responsible for facilitating merit and recruitment processes, promotion and tenure procedures, annual faculty evaluations and academic budget planning. This position is also responsible for assisting the dean with activities sponsored by the school, arranging and facilitating university and community meetings, and serving as a liaison between the dean and faculty, staff and other campus units.

Department of Environmental and Occupational Health:

The Department of Environmental and Occupational Health (EOH) houses two additional units, Epidemiology and Biostatistics (EAB), and Social and Behavioral Health (SBH). By definition, a department must be approved by the Board of Regents and requires a Department chair as well as an operating budget. EAB and SBH are under the jurisdiction of the EOH Department are not yet recognized as departments or programs under NSHE guidelines, and are hereafter called “units.” As such, neither has a chair nor operating budget. These duties and responsibilities fall under the EOH department and EOH chair.

The EOH department develops, reviews and implements curriculum changes for the EOH concentration, as well as the SBH and EAB units. The EOH department also provides laboratory space and research opportunities within the EOH laboratory, emerging disease laboratory and local partners. Students are assisted with internship placement at the US Environmental Protection Agency (EPA), UNLV Campus, US Department of Interior, Bureau of Reclamation, National Park Service - Lake Mead National Recreation Area, Southern Nevada Health District (SNHD), Nevada State Health Division (NSHD), and many more agencies and facilities (see criterion 2.4 for a full list of internship locations).

The EOH faculty ensure that the EOH competencies are being presented, taught and evaluated in each class. EOH faculty members have expertise in toxicology, microbiology, the social environment and research methods.

Epidemiology and Biostatistics Unit:

The Epidemiology and Biostatistics (EAB) unit is housed in the EOH Department. Students in the EAB unit obtain an overview of the applied science of public health while focusing on investigative and quantitative methods for analyzing health data. The EAB faculty members share their expertise in epidemiology, biostatistics, and research methods with students in the EAB concentration. The EAB faculty ensure that the EAB competencies are being presented, taught and evaluated in each class.

The EAB unit houses the Nevada Center for Environmental Health Surveillance (NCEHS). Students may work with NCEHS to compile statistical information to guide a range of data gathering activities. EAB faculty help students find internships with SNHD, NSHD, the Nevada Cancer Institute, Aid for AIDS of Nevada, Planned Parenthood of Southern Nevada, Advanced Medical Imaging and Genetics and more.

Social and Behavioral Health Unit:

The SBH unit is housed in the EOH Department and includes faculty with expertise in program planning, evaluation, and administration designed to improve personal and public health through a combination of proven strategies. Examples of SBH faculty research include the competent implementation of health education, risk factor detection, behavioral change strategies, health enhancement, and health maintenance. The SBH faculty ensure that the SBH competencies are being presented, taught and evaluated in each class.

The SBH unit faculty direct the Center for Health Disparities Research, and American Indian Research and Education Center, and provide students with research opportunities, as well as with the Nevada Institute for Children’s Research and Policy. SBH students are guided toward internships with Clark County Social Services, Jump for Joy Foundation (YMCA of Southern Nevada), SNHD, Planned Parenthood of Southern Nevada and more.

Healthcare Administration and Policy:

The Healthcare Administration and Policy Department (HCAP) department administers the HCAP concentration under the MPH. The curriculum includes critical competencies for healthcare leadership,

including issues of healthcare delivery, healthcare finance, ethical and legal issues in healthcare administration and management topics, in addition to the required core courses in environmental and occupational health, epidemiology, biostatistics and social and behavioral health. The HCAP faculty ensure that the HCAP competencies are being presented, taught and evaluated in each class.

The HCAP concentration provides students to work with the Center for Health Information Analysis (CHIA). HCAP faculty also assist students in finding internships with SNHD, the Nevada Cancer Institute, NSHD, North Vista Hospital, Diagnostic Imaging Dept., St. Rose Hospital Siena Campus, St. Rose Dominican Hospital Barbara Greenspun Women's Health Resource Center, Sunrise Medical Center, and more locations.

Nevada Institute for Children's Research and Policy:

The Nevada Institute for Children's Research and Policy (NICRP) is a research center within the UNLV SCHS dedicated to advancing children's issues in Nevada. NICRP's mission is to conduct academic and community-based research that will guide the development of policies, programs and services that will enhance the health and well-being of Nevada's children. The mission of the Nevada Institute for Children's Research and Policy (NICRP) is to conduct community based research that will guide the development of programs and services for Nevada's children. The goals of NICRP are:

- Conduct research and reporting on children's issues
- Provide information that will advance children's causes in Nevada
- Collaborate with community groups, educators, parents and policy makers to promote a focus on children's issues
- Represent Nevada's children on a nationwide basis to ensure that their interests are addressed

Center for Health Disparities Research (CHDR):

The Center for Health Disparities Research is a research center within the UNLV School of Community Health Sciences. The CHDR mission is to conduct academic and community-based participatory research that will guide public policy, program development and data collection throughout the state in an effort to reduce, and ultimately eliminate health disparities. In addition to research activities, the Center provides opportunities and support for faculty and graduate students in the MPH program to develop and conduct health disparities research. The CHDR also produces an online, peer-reviewed journal, the Journal for Health Disparities Research and Practice (JHDRP) three times a year²⁹.

American Indian Research and Education Center (AIREC):

The mission of the American Indian Research and Education Center is to enhance the ability of tribes, the university community, and the general public to understand and address issues affecting American Indian populations. The AIREC conducts community based research, promotes educational and research opportunities for American Indian students, provides training and technical assistance and serves as an informational resource for the campus community, tribal populations and the general public.

Center for Health Information Analysis (CHIA):

The Center for Health Information Analysis serves the community by making specific Nevada healthcare related data available to both the private and public sectors. CHIA works in conjunction with the Division of Healthcare Financing and Policy of the Department of Health and Human Services for the State of Nevada. The goal of CHIA is to provide meaningful data to help research organizations in developing utilization patterns, health status and related issues. The center maintains the inpatient records and collects outpatient data from acute care hospitals, provides quarterly summary utilization and financial

²⁹ <http://web.unlv.edu/journals/chdr/>

data from more than 250 Nevada Healthcare facilities with Nevada Healthcare Quality Reports. CHIA also issues *Nevada Personal Health Choices*, a yearly publication presenting hospital patient discharge data for 50 of the most common medical and surgical diagnoses as reported by Nevada hospitals.

1.4(c) Description of the manner in which interdisciplinary coordination, cooperation and collaboration are supported.

Faculty, staff, centers, institutes and students regularly interact through graduate assistantships, scholarly activity, peer-reviewed publications and collaborative grants. Joint publications and grants are very common among faculty members. Further, faculty provide numerous opportunities for students to work on research grants, abstracts, posters and articles. Internships provide students with experience working in the community in many different public health-related settings with community members, faculty and/or other students.

SCHS joins other schools in the Division of Health Sciences (Allied Health Sciences, Nursing and Dental Medicine) for an annual poster presentation of ongoing research³⁰. This collaborative event highlights research efforts being conducted by the Division of Health Sciences and their impact on the health and welfare of the community.

Faculty members are required to serve on various university committees. Many faculty members also serve as technical consultants in the community and at the university. Occasionally instructors will ask colleagues to share their skills and knowledge with students as guest lecturers.

1.4(d) Identification of written policies that are illustrative of the program's commitment to fair and ethical dealings.

Note: The italicized items were taken directly from the NSHE Code. "The institution" refers to UNLV.³¹

The institution, including governing board members, administrators, faculty, and staff, subscribes to, exemplifies, and advocates high ethical standards in the management and operations and in all of its dealings with students, the public, organizations, and external agencies.

In academia, an institution of higher learning should be committed to integrity and maintaining high ethical standards while attempting to fulfill its mission and perform its roles. The purposes of education are intellectual development, acquisition of tools required for scholarly and creative work, personal growth and preparation for lifelong learning. Quality education at UNLV demands that both faculty and students behave in accordance with the highest ethical standards. These standards have been articulated by the faculty, the administration, and the NSHE Board of Regents. The general guidelines for faculty, and procedures for dealing with alleged violations are contained in the "Ethical Guidelines for UNLV Faculty" adopted by the Faculty Senate and in the "Rules and Disciplinary Procedures for Members of the University Community" adopted by the Board of Regents.

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, must recognize the special responsibilities placed upon them. Their responsibility to their discipline is to seek and state the truth as they see it. They must accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. Their responsibility to their students is to

³⁰ Programs from the most recent presentation in 2011 can be found in Appendix 51.

³¹ <http://www.nevada.edu/senate/index.html>. Also available in the resource file.

hold before them the highest scholarly standards of the discipline, to respect each student as an individual, and to adhere to appropriate limits in serving as mentors, intellectual guides and counselors. Their responsibility to their colleagues is to respect and defend the free inquiry of associates, to acknowledge intellectual debts, and to be objective in their professional judgments.

Faculty should be particularly aware of the following unethical situations:

- a) Dishonesty in research or creative activity including such acts as falsification, misuse, misrepresentation, tampering or plagiarism
- a) Inappropriate teaching behavior including such acts as not meeting classes, delays in grading, improper level of instruction or the sole use of subjective evaluation criteria
- b) Interference with the rights of others through such acts as physical intimidation, sexual harassment, vandalism or trespassing
- c) Unauthorized use of another's property including such acts as stealing, fraud, computer piracy, forgery or false accusations

Conduct deemed to be unethical in any of these areas will be handled in accordance with established due process procedures. These procedures and appeal processes are described in detail in Chapter 6 of the *NSHE Code*. In addition, as state employees, faculty and staff members are bound by the provisions of the Nevada Code of Ethical Standards.

UNLV is committed to high ethical standards as clearly expressed in numerous governing documents. UNLV is one of eight institutions within NSHE system, which is governed by Nevada's Board of Regents. The regulations and operating procedures for NSHE institutions are contained in the Board of Regents Handbook, Appendix 9.1 and the Procedures and Guidelines Manual, Appendix 9.2. UNLV's bylaws contain more specific procedural guidelines for the faculty and professional staff and are available as Appendix 9.3 and on the Faculty Senate website.³² NSHE creates policies with the objective of achieving and maintaining the highest ethical standards for its institutions and their faculty, staff and students. Additionally, UNLV has numerous other policies in place to facilitate achieving this outcome and to ensure that UNLV promotes professionalism, justice and civility between students, faculty, administrators, professional staff and classified employees. A sample representation of these policies is shown below. All of these documents are located in the on-site file:

- Workload Policy
- Conflict of Interest / Compensated Outside Service policy and form, which are reviewed and reaffirmed annually and prior to initiation of any new outside compensated service by faculty and other staff at UNLV
- Recruitment of Diverse Students
- Equal education and employment opportunities
- Importance of appropriate student athlete training and education
- Roles and responsibilities of university financial administrators
- Research Misconduct
- Care and use of laboratory animals (These policies are publicized in several places including the UNLV website, <http://www.unlv.edu/> and the Faculty and Professional Staff Handbook)
- Undergraduate and Graduate catalogs
- The Code of Student Conduct
- Department websites such as Purchasing and Contracts
- Statements on various department websites regarding the importance of ethics in the profession

³² <http://facultysenate.unlv.edu/>.

The institution regularly evaluates and revises as necessary its policies, procedures, and publications to ensure continuing integrity throughout the institution.

University policies and procedures are annually updated and revised to reflect institutional changes; accordingly, the most current documents are located on the UNLV website. As mentioned in the previous section, the most important governing documents of the institution: the Board of Regents Handbook and UNLV Bylaws are regularly updated and publicized. A major objective of these documents is to create an environment that fosters academic freedom and learning for faculty and students. Recently, as a part of the Focus: 50 to 100 Institutional Planning, the mission statement of UNLV was modified, Appendix 19.9. This statement was reached as the result of an open process that involved the UNLV campus community.³³ Additionally, several examples of the recent policies and procedures that are updated regularly are shown below, and include one recently updated policy:

- The NSHE Board of Regents sets the Sexual Harassment Policy for its institutions and it is updated on an as needed basis (Appendix 31).
- The UNLV Police Services Department performs a review of all policies regularly and makes recommendations to the Chief of Police for updating and/or purging. Changes usually reflect new laws and/or case law, updated procedures, or other changes that are consistent with the standards of the International Association of Chiefs of Police
- Faculty's conflict of interest policy was recently updated
- The Office of Student Conduct uses a two-year review cycle as a means of ensuring its compliance with state and federal changes that may occur. Policies that are reviewed every two years include the student conduct code, academic misconduct and substance abuse

Publication of these changes occurs through campus wide email such as:

- *UNLV Today*
- *UNLV Official*
- The University Policy Committee website, <http://provost.unlv.edu/committees/policy/>
- Department websites such as Research and Graduate Studies <http://research.unlv.edu/>
- *News and Announcements* on the UNLV web home page Self-governance is a major tool of assessing policies regularly

The institution represents itself accurately and consistently to its constituencies, the public and prospective students through its catalogs, publications, and official statements.

Consistent messaging and institutional integrity are top priorities in communicating to external audiences about UNLV. The Office of Strategic Communications and Marketing in the Division of University Advancement is responsible for centralized and high priority communications projects. The Office is responsible for marketing, web development publications, media relations and public information, electronic communications, advertising and leadership presentation preparation, in addition to other communications activities. When developing communications materials, whether for print, electronic publication or a presentation, professional staff within the office seek the appropriate sources of information on or off campus, prepare materials and ask the source to review the materials for accuracy before completion of the project. Many staff members belong to relevant professional societies and follow those organization's standards and guidelines. If inconsistencies or inaccuracies are found, every effort is made to correct them as soon as possible. Information provided in the catalogs,

³³Further information regarding the planning process can be found at: <http://planning.unlv.edu/>.

publications and other official statements is up to date as of the printing or release. As expected, published information is subject to modification to reflect changes in university resources or educational plans. Readers are encouraged to visit relevant websites for the most current information.

Institutional policy defines and prohibits conflict of interest on the part of governing board members, administrators, faculty, and staff.

The Nevada Revised Statutes Code of Ethical Standards (located in the on-site file) establishes ethical standards to govern the conduct of all State of Nevada public officers and employees.

In addition to the Code of Ethical Standards, the Board of Regents members are held to a high standard of ethical behavior as defined in the Board of Regents Handbook, Title 4, Chapter 1 (Appendix 32). This ethical code of conduct reminds the Regents to avoid conflicts of interest by being aware of the regulations, adhere to the restrictions, use good judgment, and be fair and equitable in decision-making. Faculty and staff are expected to abide by the various policies that ensure that they do not face the potential of conflict of interest while performing their duties. These documents are kept at the on-site file. Examples of these policies are shown below:

- Conflict of Interest / Compensated Outside Service Policy
- Consensual Relationships Policy
- Disclosure of Improper Governmental Action Policy
- The Controller’s Annual Letter of Key Business Policies and Practices
- Expectations and Ethics for Financial Administrators and Letter of Attestation

The institution demonstrates, through its policies and practices, its commitment to the free pursuit and dissemination of knowledge consistent with the institution’s mission and goals.

“Academic freedom creates the space for questions, takes some of the risk out of experimentation, and protects unpopular ideas until they find their own place in the spectrum of what’s thinkable—or until they disappear of their own accord.”³⁴ Achieving this ideal ensures that the university becomes an open marketplace for ideas.

UNLV’s commitment to academic freedom begins with the endorsement of the NSHE Board of Regents, “Academic freedom is essential to these purposes and is applicable to both teaching and research. Freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. Freedom in research is fundamental to the advancement of truth and knowledge.”³⁵

UNLV’s Libraries have developed a number of policies to ensure the protection of researchers’ academic freedom such as, not filtering internet access and internet usage record retention policies. Similarly, the official policy of UNLV on posting information on the internet ensures full academic freedom in teaching and research in addition to the right of freedom of speech for faculty, staff, and students.

³⁴ UNLV Academic Standard 9

³⁵ See on-site file for documentation.

1.4(e) Description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

There are two main ways by which students can express their concerns related to issues that occur in the classroom or as part of the university setting, these include appeals and grievances. Both categories follow a similar process but differ regarding the type of issue involved. Appeals are to request reconsideration of a course grade, alleged unfair practice, and relief or waiver from a UNLV and/or Graduate College policy or requirement. Grievances are related to specific conduct problems associated with a faculty member and would be directed to the appropriate area, for example the Disability Resource Center or Human Resources.

There is a formal appeal/grievance procedure for students who believe that a UNLV employee has committed an act or omission that results in an adverse impact on the student. The procedure for formal appeals and grievances is explained during the MPH program orientation, in the student handbook and in the graduate catalog. However, students are encouraged to first discuss issues or disagreements directly with the particular faculty or staff member. If this is not appropriate, students are recommended to discuss the matter with their committee chair or the graduate coordinator. If the issue is not resolved then the matter is brought to the executive associate dean of the SCHS, followed by the dean of the SCHS, and ultimately, the Graduate College.

This process has resulted in most appeals/grievances within the MPH program being quickly resolved in an informal manner, without the need arising to continue with the formal process. Accordingly, no paperwork would exist. Conversely, appeals for credit waivers, extensions, fee waivers and class substitutions are quite common. No formal grievances have been filed in the past three years by MPH students.

Graduate students with an appeal/grievance must adhere to all appeal instructions included on the Graduate College Appeal Form in order for the appeal to be considered. It is the graduate student's responsibility to provide a clear and concisely written statement of the appeal issue and to provide all relevant documentation to support/substantiate the appeal. Graduate students must submit the Graduate College Appeal Form (located in the on-site file) in sequential order to the involved, faculty member, the graduate coordinator, the department chair and the college dean for consideration and action prior to submitting the appeal to the graduate college dean. Graduate students should begin the appeals process at the department level with a thoroughly completed Graduate College Appeal Form (Appendix 33).

The Graduate College appeal process consists of four steps that will ensure that the graduate student receives due process in response to an academic appeal. The signing of the appeal form and rendering of decisions by the graduate coordinator, department chair, SCHS appeals committee, college dean and graduate college appeals committee, and the graduate college dean are each separate steps that ensure that appropriate individuals at each level of authority have considered all relevant UNLV policies and the relevant and comprehensive documentation provided by the graduate student in support of the appeal. The intent of the appeal process is to promote appropriate resolution of the academic issue and to facilitate the appropriate remedy for the student at the level closest to the student's degree area as possible.

Faculty and administrators designated on the appeal at each level of authority are responsible for thoroughly reviewing the appeal and all supporting documentation provided by the graduate student. They are also responsible for applying the appropriate existing policy prior to rendering a decision and signing the appeal form.

If the faculty member or administrator rendering a decision has approved the appeal, the faculty member or administrator must act to facilitate the remedy of the issue on the graduate student's behalf. Denials of appeals should include a written rationale.

Issues are often resolved at the first stage of the grievance procedure – the student/faculty meeting. When this occurs, no paperwork exists. The file only becomes permanent if the appeal or complaint proceeds to the next level – submission of the appeal form to the Graduate Coordinator. Appeal forms are kept in the individual student's file and stored electronically in the on-line systems.

1.4(f) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths

- UNLV and the MPH program have maintained a strong commitment to upholding institutional integrity as reflected by the continuous support of efforts to enhance ethical awareness and practices.
- Institutional policies are subject to regular evaluation and revision as the need arises. Changes are publicized to various university stakeholders through a variety of means.
- The university strives to ensure that institutional publications are accurate and subject to a rigorous review process.
- UNLV and the MPH program have a vigorous commitment to academic freedom. The UNLV Faculty Senate advocates the rights of faculty to pursue and disseminate knowledge.
- Clear and well-publicized statements on academic freedom, ethical behavior, employee protections and conflict of interest policies exist.
- The MPH program is effective in quickly resolving disputes to the satisfaction of both parties.

Weaknesses

- None

1.5 Governance. The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of program evaluation procedures, policy-setting and decision-making.

1.5(a) Description of the program’s governance and committee structure and processes.

Organizational Structure, Policy Development & Planning

The UNLV School of Community Health Sciences is within the University of Nevada Las Vegas, which is part of the Nevada System of Higher Education (NSHE). NSHE is governed by the Board of Regents. A copy of UNLV’s Bylaws can be found on the NSHE website: <http://system.nevada.edu/Nshe/index.cfm>. The UNLV Bylaws delegate the authority to the School of Community Health Sciences to create Bylaws. The SCHS created Bylaws are annually updated by the Bylaws Committee (Appendix 34).

The SCHS oversees the granting of the B.S. in Public Health, B.S. in Healthcare Administration and Policy, Masters in Public Health, the Masters in Healthcare Administration and the Ph.D. in Public Health. The School of Community Health Sciences’ committees are established to facilitate the functioning of the school, to recommend policies and to provide input into the governing of the school.

The Founding Dean of the SCHS, Dr. Mary Guinan, answers directly to the Vice President and Provost of UNLV, Dr. Michael W. Bowers. As the chief administrative office officer of the SCHS, the dean attends meetings of the Academic Council and Cabinet (AC&C). Membership includes the deans, the President’s Cabinet (as needed), Vice Provosts, Chair of the Faculty Senate, and Associate Vice President for Enrollment Management. The Council provides a forum for the senior leadership to meet in cross-campus collaboration to discuss the academic issues affecting the university on a monthly basis.

The dean is responsible for the application and enforcement of SCHS policies, procedures and bylaws; personnel selection, management and evaluation; budget preparation and allocation; fiscal oversight; and providing recommendations for forming, splitting, consolidating or eliminating units within the SCHS. Additional responsibilities include chairing faculty meetings and the SCHS Executive Committee. Other duties may be provided under contract or as deemed appropriate to further the mission and goals of the SCHS.

Department Chairs are chosen in accordance with UNLV bylaws. The term of an office chairperson is three years, with the possibility of renewal. The duties of Chairs shall include, but are not limited to: fiscal oversight and management of departmental and program budgets; scheduling classes and departmental functions; personnel recruitment and evaluation (including recommendations on retention, tenure, promotion, merit and annual performance evaluation); providing leadership in establishing and implementing departmental goals and policies; and acting as an advisor to both students and departmental faculty. Moreover, chairs may have other duties provided under contract in order to further the mission and goals of the SCHS.

The SCHS has three types of committees, all of which have been established to facilitate the function of the SCHS, recommend policies, and provide input into the governance of the SCHS. The three types of committees are: standing committees, the executive committee, and ad hoc committees – which may be established for specified purposes by the dean or vote of the SCHS faculty. The committees include: the Academic Standards Committee, the Bylaws Committee, the Curriculum Committee, the Faculty Review Committee, the Faculty Appeals Committee, the Executive Committee and the Graduate Studies Committee (see section 1.5(c) for descriptions of these committees). The SCHS faculty must meet at

least once a semester; when classes are in session. These meetings are conducted according to the latest edition of “Robert’s Rules of Order,” except where these guidelines conflict with the SCHS Bylaws.

Revisions in policy are addressed by the SCHS bylaws committee. The Faculty Representative of the SCHS chairs these meetings. At least ten working days before the meeting, written notice of the meeting with a tentative agenda is distributed to the faculty. A minimum of 51% of the voting members must be present, submit a written proxy or return a mailed ballot in order for there to be a quorum. If a curriculum policy change would like to be proposed, the Curriculum committee must provide a detailed recommendation to the dean. The dean must, within ten working days, provide a recommendation to the committee including rationale for approval or disapproval. The executive committee serves an information bridge between UNLV and the SCHS regarding policies and administrative discussions. Chairs of the SCHS are responsible for ensuring that policies are implemented, and that departmental goals are reached.

Budget

As stated in the UNLV Bylaws Chapter 2, Section 7, each Department/School prepares and submits budget request recommendations via administrative channels when requested by the Executive Vice President and Provost to do so. The dean of the SCHS has the final responsibility and authority in determining specification of requests for the final SCHS budget request, as well as related requests (i.e., for new faculty FTEs). The dean involves the Chairpersons, Directors and other appropriate administrators in the budget building and resource request activities within the SCHS. In turn, the Chairs and Directors involve program coordinators, area lead persons and general faculty in the budget planning and resource request process at the unit level.

The dean of the SCHS has the responsibility and authority to work with the Controller’s Office and/or Director of the Budget in determining the final budget and other allocations for each fiscal year, once final figures become known. The dean considers the recommendations emanating from the individual units of the SCHS, and the Executive Committee regarding the budget, the mission, and long-range plans accepted by the faculty. Similar principles of decision making apply in the case of allocation of other resources, such as new faculty FTE, year-end monies and special funds for equipment, travel or materials that become available.

Recruitment

Admission, retention and matriculation of students in the MPH program follow the guidelines and procedures set forth in the Board of Regents Handbook (Title 4, Chapter 8). In addition, the MPH program adheres to the current UNLV Graduate Catalog and Policy Manual (in on-site resource file). The Graduate College focuses on recruitment for all masters and doctoral programs within UNLV. The Graduate Council helps to shape all Graduate College policies and procedures that affect both students and faculty. The Graduate Council includes one delegate from each academic department that sponsors an advanced degree program, plus representatives from the Graduate Student and Professional Association.

The Director of Graduate Outreach, located within the Graduate College, manages the recruitment of graduate students. The Graduate College holds an Annual Fall Graduate Student Recruitment. The purpose of the fair is to enable UNLV undergraduates to meet with representatives from university graduate programs, graduate student services, and the Graduate College in order to learn about specific UNLV graduate programs, the graduate school experience, and admissions processes. Students also lead campus tours for those who are interested in attending UNLV.³⁶

³⁶ <http://campustours.unlv.edu/>

Admissions and Award of Degrees

Prospective students can gain information about the application process and criteria through the SCHS's website and the Graduate College website.³⁷ Admission, retention, and matriculation of graduate students in the SCHS follows the guidelines and procedures set forth in the University and Community College System of Nevada (UCCSN) Code (Title 4, Chapter 8, Section 2)³⁸ and the current UNLV Graduate Catalog. The current policy manual of the Graduate College (the Graduate Catalog) includes a general presentation of policies relating to admission, degree requirements, degree programs, grades, committees and examinations related to graduate student matriculation.³⁹

Student applications for the MPH program are reviewed and recommended by the Academic Standards Committee. The Academic Standards Committee consists of one elected representative from each academic unit of the SCHS. This committee develops admissions standards and guidelines, and reviews and recommends student admission applications to SCHS. This committee is also responsible for awarding SCHS level scholarships, loans and grants. The committee requires three votes for a student to be admitted into the MPH program. These students are then recommended to the Graduate College for admission.

MPH degrees are awarded in accordance with UNLV policy by the Graduate College based on the recommendation of the MPH faculty members. The application process for graduation is provided on the Graduate College website at http://graduatecollege.unlv.edu/current/completing_your_program/degree.html.

Faculty recruitment, retention, promotion and tenure

Faculty selection is the responsibility of the School of Community Health Sciences department with the vacancy and the UNLV's Human Resources department. Permission to recruit and select new academic faculty must be secured from the Executive Vice President and Provost via the dean of the SCHS.⁴⁰ In general this is done by 1) securing the reallocation of a faculty position vacated by a retirement or resignation, or 2) securing approval for a newly created faculty position. In addition to the guidelines for recruitment which are contained in Chapter 3, Section 15 of the UNLV Bylaws, job descriptions will be drawn up by the appropriate Unit, in consultation with the chairperson or director and the dean of the SCHS. Job descriptions will be in a format consistent with requirements of the University Equal Employment Opportunity Office (EEO). Justification must be possible for each qualification. Vacancy notices will be sent out from the department chairperson or program director offices using recruitment lists developed for this purpose. Clearance from appropriate administrative officers shall be secured prior to such mailings.

Faculty members are selected according to the Faculty and Professional Staff Search Guidelines. A Faculty Search Committee is formed in the department with the vacancy. Members are appointed by the department chair or program director with appropriate input by faculty and with clearance by the dean. The department or program faculty as a whole or a subcommittee of the unit faculty may serve in this capacity. Personnel from that unit and supporting units meet with Human Resources to discuss the faculty selection needs and requirements. The committee advertises the position on the university website and HigherEdJobs.com. The application is completed online and then the applications are reviewed by the Faculty Search Committee. The committee then makes recommendations to the SCHS

³⁷<http://publichealth.unlv.edu/>; <http://graduatecollege.unlv.edu/>.

³⁸ See Appendix 35, "Section 2 General Policy of the Board of Regents on the Recruitment, Admission and Retention of Students."

³⁹ A full Graduate Catalog will be available in the on-site file for review.

⁴⁰ See NSHE Code Chapter 5, Section 5.4.1 and the UNLV Bylaws Chapter 3, Section 15, On-Site File.

dean about who should be interviewed. During the interview process, the candidates submit a research project to the committee; the project is ranked; and the ranking is given to the dean. The dean then interviews each candidate, reviews recommendations of the Faculty Search Committee and makes a decision based on these criteria. The dean in turn recommends the hiring of a new faculty member to the executive vice president and provost who makes the final decision on such matters. The department or program may make recommendations to the dean regarding appropriate salary, years of credit, and rank for specific candidates.

The Faculty Review Committee manages tenure recommendations. Each academic unit of the SCHS elects one representative to serve on the Faculty Review Committee. Only tenured faculty are permitted to be members of the Faculty Review Committee. The Committee reviews and recommends faculty changes in mid-tenure, tenure, promotion and merit guidelines or process. Faculty are evaluated annually from their department, unit, or director and then reviewed by the dean. The committee also reviews applications of faculty undergoing mid-tenure review, seeking tenure or promotion. The committee then submits recommendations, including rationale, to the dean of the SCHS. Other duties of the Committee include reviewing applications of tenured or tenured-track faculty seeking merit.

All faculty are eligible to apply for merit (financial bonus) annually and submit it to the department chair who forwards it to the Faculty Review Committee. The Committee then sends recommendations to the dean. The dean reviews and forwards all submissions to the provost for approval. The Faculty Review Committee is also responsible for submitting a rank ordered list of recommendations to the dean, and conducting a performance evaluation, including input from all faculty and staff of the SCHS, of the dean as required by the university, at least once every three years. These data are summarized and provided to the dean of the SCHS and the provost.

The Faculty Appeals Committee is comprised of tenured faculty – one representative from each academic unit of the SCHS. Department chairs, tenure-track, non-tenure track faculty members and members of the Faculty Review Committee are not eligible for membership. This committee hears tenured and tenure-track faculty appeals following the denial of tenure, promotion, merit or reappointment. The members of the Faculty Appeals Committee also serve as members of the “Committee of Peers” for appeals of annual evaluations of faculty within the SCHS. If a department or program chair appeals, the “Committee of Peers” also includes two department or program chairs, or one may be chosen by the appellant and one appointed by the dean.

Academic standards and policies

The Academic Standards Committee consists of one elected representative from each academic unit of the SCHS. This committee develops admissions standards and guidelines, and reviews and recommends student admission applications to SCHS. The Curriculum Committee reviews proposed courses and curricular plans submitted by academic units with the SCHS. In addition, the committee reviews new programs of learning for possible additions to course offerings and provides a recommendation, with the rationale for approval or disapproval, to the dean. The dean provides a recommendation to the committee with rationale for approval or disapproval within ten working days. The Curriculum Committee also, at the behest of the dean, reviews and evaluates potential curricular consequences that could result from requests to form, split, consolidate or eliminate existing departments, programs or centers.

Research and service expectations and policies

Part of the SCHS’s mission is to provide quality research and service to improve the public’s health and the quality of life and to eliminate health disparities. In addition to the four main units (EOH and HCAP departments, EAB and SBH units) within the SCHS which all promote research efforts by both faculty and

students, the SCHS also houses research institutes and laboratories: The Nevada Institute for Children's Research and Policy; The American Indian Research and Education Center; The Center for Health Disparities Research; Environmental and Occupational Health Laboratory; and Emerging Diseases Research Laboratory. These centers and laboratories within the school offer students specialized research and concrete training opportunities.

In order to become a faculty member of the SCHS, individuals must show a continuous record of satisfactory professional development, which is evidenced by involvement in research and/or other scholarly activities. For a faculty member to be considered for tenure, the individual must meet strict standards. Out of three standards – Teaching/ Performance of Assigned Duties, Scholarly and Creative Activity, and Service – members must receive an “excellent” rating in one of these and no less than “satisfactory” in the remaining two. The second standard requires that the individual demonstrates continuing professional growth related to the discipline evidenced by a record of scholarly research or creative activity resulting in publication or comparable productivity. In addition, the individual must prove service contribution, which may include, but is not limited to the following:

- Membership and participation in professional organizations
- Ability to work with the faculty and students of the member institution in the best interests of the academic community and the people it serves, and to the extent that the job performance of the academic faculty member's administrative unit may not be otherwise adversely affected
- Service on university or System committees
- Recognition among colleagues for possessing integrity and the capacity for further significant intellectual and professional achievement
- Recognition and respect outside the System community for participation in activities that use the faculty member's knowledge and expertise or further the mission of the institution, or that provide an opportunity for professional growth through interaction with industry, business, government, and other institutions of our society, within the state, the nation or the world.⁴¹

1.5(b) A copy of the constitution, bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program.

UNLV is governed by the Nevada System of Higher Education Code. Title 5, Chapter 6 focuses specifically on UNLV, and was revised by the Board of Regents in 2005. These Bylaws delineate rules regarding the organization of the University, how authority is delegated, policies and procedures, workload and community service requirements, faculty responsibilities and benefits, salary increases, admissions policies, course offerings and more. The SCHS Bylaws, which gain force from the UNLV Bylaws, Chapter 1, Section 4.4.2, contain guidance for the formation, elimination or modification of SCHS programs, the Duties of the Dean of the SCHS, structure for necessary and ad hoc committees and meetings, committee membership requirements, faculty personnel guidelines, student policies and budget policies. The student handbook for the MPH program provides information on admission policies, advisors, academic requirements, timelines, policies and student responsibilities. The Graduate College website provides additional facts and rules for students.^{42, 43}

1.5(c) A list of standing and important ad hoc committees, with a statement of charge, composition, and current membership for each.

⁴¹ NSHE Code: Title II, Chapter 3, Section 3.4.2.

⁴² Please reference <http://graduatecollege.unlv.edu/current/>.

⁴³ The UNLV Bylaws are also applicable and will be available in the on-site file.

The **Graduate Studies Committee** meets five times a year, and is a standing committee with multiple functions. The committee is responsible for hearing student grievances that have not previously been resolved at the departmental level. After hearing student grievances and deliberating, the committee forwards its recommendation to the dean of the SCHS. In addition, the committee develops admission standards and guidelines, reviews and recommends student admission applications to the SCHS, and awards SCHS level scholarships, loans and grants. The composition of the Graduate Studies Committee is shown in Table “A”.

Table “A”. Graduate Studies Committee

Member Name	Position
Michelle Chino	Associate Professor, SBH
Chris Cochran	Associate Professor, Chair HCAP
Paulo Pinheiro	Assistant Professor, EAB

The **Academic Standards Committee** formulates and implements SCHS academic standards that conform to UNLV and SCHS academic policies, to review and recommend policies, and to develop and update appropriate materials and policy statements. The committee also executes SCHS policy probation, suspension and readmission by recommending action on individual student cases to the dean. Each academic unit of the SCHS elects one representative to serve on the Academic Standards Committee. Current members of the Academic Standards Committee are shown in Table “B”.

Table “B”. Academic Standards Committee

Member Name	Position
Tim Bungum	Associate Professor, EAB
Darren Liu	Assistant Professor, HCAP
Sheniz Moonie	Associate Professor, EAB

The **Bylaws Committee** met 10 times during the 2009-2010 academic year when the Bylaws were being developed. The committee now meets three times a year or by the request of the faculty or the dean. The committee reviews and revises the SCHS Bylaws as necessary, such as when units or departments are eliminated. However, Bylaw articles cannot be amended without a two-thirds majority of the members of the SCHS. A voting “member” is defined as a faculty member who holds no less than a half-time contract in any unit of the SCHS. Adjunct faculty, per-credit faculty and graduate assistants cannot be members and may not vote on matters concerning the SCHS. The committee also interprets the intent of the Bylaws when there is ambiguity or uncertainty. When there is a mailed ballot, members of the Bylaws Committee serve as the official tellers for elections conducted by mailed ballot. Current membership of the Bylaws Committee is shown in Table “C”.

Table “C”. Bylaws Committee

Member Name	Position
Mark Buttner	Associate Professor, EOH
Patricia Cruz	Associate Professor, EOH
Gregory Ginn	Associate Professor, HCAP

The **Curriculum Committee** meets five times a year. The Committee reviews proposed undergraduate and graduate courses and curricular plans submitted by academic units within the SCHS. It also reviews courses and new programs of learning for possible addition to SCHS offerings. After review, it provides a recommendation, with the rationale for approval or disapproval, to the dean. The dean shall provide a recommendation to the committee within ten working days, with the rationale for approval or

disapproval. At the request of the dean, the committee will also review and evaluate potential curricular consequences related to requests to form, split, consolidate or eliminate existing departments, programs or centers. The Curriculum Committee is a standing committee. Each academic unit of the SCHS elects one representative to serve on the Curriculum Committee. The current members of the committee are shown in Table “D”.

Table “D”. Curriculum Committee

Member Name	Position
Michelle Chino	Associate Professor, SBH
Charles Regin	Associate Professor, SBH
Jay Shen	Professor, HCAP

The **Faculty Review Committee** meets twice a year. Each academic unit of the SCHS elects one representative to serve on the Faculty Review Committee. Only tenured faculty members are permitted to hold membership on this committee. Department chairs, tenure-track and non-tenure track faculty are not eligible for membership. The membership also includes one non-voting member who serves on the equivalent university level committee. The committee reviews and recommends faculty changes in mid-tenure, tenure, promotion and merit for guidelines or processes. It also reviews applications of faculty undergoing mid-tenure review, seeking tenure and/or promotion. The committee submits recommendations, including rationale, to the dean. It reviews applications of tenured or tenure-track faculty seeking merit, and submit a rank-ordered list of recommendations for merit to the dean. Other duties include conducting a performance evaluation of the dean as required by the university with input from all faculty and staff of the SCHS, no less than once every three years. Evaluation data are then summarized and provided to the dean and provost. The Faculty Review Committee members are shown in Table “E”.

Table “E”. Faculty Review Committee

Member Name	Position
Tim Bungum	Associate Professor, EAB
Chris Cochran	Associate Professor, Chair HCAP
Chuck Regin	Associate Professor, SBH

The **Faculty Appeals Committee** is a standing committee that meets every time a formal appeal is filed and reaches committee level. Each academic unit of the SCHS elects one representative to serve on the committee. Only tenured faculty may be members of this committee. Department chairs, tenure-track, non-tenure track faculty and members of the Faculty Review Committee are not eligible for membership. This committee hears tenured and tenure-track faculty appeals following the denial of tenure, promotion, merit or reappointment. The Faculty Appeals Committee members also serve as the "Committee of Peers" for appeals of annual evaluations of faculty within the SCHS. If a department or program chair appeals, the "Committee of Peers" shall also include two department or program chairs, one may be chosen by the appellant and one will be appointed by the dean of the SCHS. Current members of the committee are shown in Table “F”.

Table “F”. Faculty Appeals Committee

Member Name	Position
Paulo Pinheiro	Assistant Professor, EAB
Jay Shen	Professor, HCAP
Melva Thompson-Robinson	Associate Professor, SBH

The **Executive Committee** meets every other week or by special request of the dean. Department chairs, program chairs and the directors of institutes and centers hold membership on this committee, while

the dean of the SCHS is the constant chair. The Executive Committee serves as an advisory body to the administration of the SCHS, in matters pertaining to curriculum, budget and program decisions. It also provides a forum to share information regarding policy decisions and other matters between units of the SCHS and its administration, and between the SCHS and the university. The current members are shown in Table “G”.

Table “G”. Executive Committee

Member Name	Position
Carolee Dodge Francis	Assistant Professor, SBH
Shawn Gerstenberger	Executive Associate Dean, Professor and Chair, EOH
Melva Thompson-Robinson	Associate Professor, SBH , Director of CHDR
Michelle Chino	Associate Professor, SBH, Graduate Coordinator
Chris Cochran	Associate Professor, Chair, HCAP
Tara Phebus	Director, NICRP
Mary Guinan	Chair, Dean of the SCHS

The **Scholarship Committee** convenes to select qualified students who are eligible for awards from the graduate college, private donors and other opportunities as they become available (one-time gifts). This committee confirms the eligibility of applicants, selects the most qualified students based on specific criteria provided to them and the forwards the list of recipients to the appropriate office. The current members are shown in Table “H”.

Table “H”. Scholarship Committee

Member Name	Position
Carolee Dodge Francis	Assistant Professor, SBH
Darren Liu	Assistant Professor, HCAP
Sheniz Moonie	Associate Professor, EAB

The **SCHS Accreditation Committee** is a standing committee that includes four sub-committees each responsible for one of the four criteria in the self-study. The sub-committees will meet every two weeks until the accreditation report is complete. These committees are responsible for creation, deployment and analysis of all accreditation tools, assessments and evaluations to ensure that they are collected, analyzed and filed appropriately. The Accreditation Committee will continue with accreditation coordination and updates to data, reports, and processes associated with accreditation of the MPH program. Please see Appendix 48 for specific duties. The current members are listed in table “I”.

Table “I”. Accreditation Committee

Member Name	Position
Accreditation Committee Chair – Shawn Gerstenberger	
Section 1 Committee:	
Chris Cochran	Associate Professor, Chair, HCAP
Michelle Chino	Associate Professor, SBH, Graduate Coordinator
Melva Thompson-Robinson	Associate Professor, SBH , Director of CHDR
Section 2 Committee:	
Tim Bungum	Associate Professor, EAB
Jay Shen	Professor, Graduate Coordinator HCAP
Section 3 Committee:	
Gregory Ginn	Associate Professor, HCAP
Chuck Regin	Associate Professor, SBH
Section 4 Committee	
Sheniz Moonie	Associate Professor, EAB
Darren Liu	Assistant Professor, HCAP

Paulo Pinheiro	Assistant Professor, EAB
Mark Buttner	Associate Professor, EOH
Patricia Cruz	Associate Professor, EOH
Carolee Dodge Francis	Assistant Professor, SBH

The purpose of the **Community Advisory Board** is to enhance the SCHS’s position in its community by serving as an advocate for SCHS to the community, providing feedback from the community to SCHS and serving as an unbiased sounding board. The Community Advisory Board also provides advice on issues facing SCHS. Advisory Board members are members of the community who are willing to use their influence and contacts to benefit SCHS by introducing interested parties to SCHS and fostering relationships. Members are also available for consultation with SCHS administration, provide feedback on degree programs, facilitate placement of students in internships, research and other activities, and help identify areas of critical community health needs and communicate these needs to SCHS. The Community Advisory Board has met once.

1.5(d) Identification of program faculty who hold membership on university committees, through which faculty contribute to the activities of the university.

Table 1.5 (d) indicates SCHS faculty participation in UNLV committees.

Table 1.5(d) Faculty Participation in University Level Committees	
Name	Committee/s
Michelle Chino	<ul style="list-style-type: none"> • Graduate Coordinating Council • Graduate Council Executive Committee • UNLV American Indian Alliance
Chris Cochran	<ul style="list-style-type: none"> • Faculty Senate at-large member • Graduate Coordinating Council • Graduate Curriculum Review Committee • NSHE Health Benefits Ad-hoc committee
Patricia Cruz	<ul style="list-style-type: none"> • Institutional Biosafety Committee
Carolee Dodge Francis	<ul style="list-style-type: none"> • UNLV American Indian Alliance
Shawn Gerstenberger	<ul style="list-style-type: none"> • Major Research and Instrumentation Program • Search Institute Committee for the Director of Sponsored Programs • Reviewer for Lincy Institute Graduate Assistantships
Gregory O. Ginn	<ul style="list-style-type: none"> • Faculty Senator, SCHS
Melva Thompson Robinson	<ul style="list-style-type: none"> • Vice President’s Commission for Diversity and Inclusion • Gender Subcommittee, Vice Presidents Commission for Diversity and Inclusion • Graduate Council • Student Affairs Committee, Graduate College • Thomas Wilson Community Services Awards Committee, Alliance of Professionals of African Heritage • Roosevelt Fitzgerald Outstanding Student

	award Committee, Alliance of Professionals of African Heritage <ul style="list-style-type: none"> • Pre-professional Committee
Sheniz Moonie	<ul style="list-style-type: none"> • Health Sciences Interest Group: Children’s Health • DHHS Forum for a Healthy Nevada: Data Subgroup Committee
Jay Shen	<ul style="list-style-type: none"> • Bio-Medical Institute Review Board • Scholarship Committee

1.5(e) Description of student roles in governance, including any formal student organizations, and student roles in evaluation of program functioning.

Students are not involved in program governance. Students are, however, involved in program functioning. Students provide feedback on courses, faculty, internships, and upon graduation about the MPH program. The alumni surveys provide information about courses and skills (See section 1.2(a) for specific assessment tools, and Appendices 1, 3-7, 28).

Students are also very active at the college level, as each college is appointed a Graduate and Professional Student Association representative (GPSA). The student representative acts as a liaison between the program and the students enrolled in the program. The representatives assist with policy and decision making at the graduate college level, but not at the program level. The GPSA Council consists of a representative from each academic department offering either a graduate or a professional degree. Meetings are held at the beginning of each month during the fall, spring and summer semesters and are open to all graduate and professional students. The Executive Board of the GPSA Council consists of four elected positions: President, Vice President, Secretary and Treasurer. The GPSA Council members are appointed to various committees on campus to provide a voice for all UNLV graduate and professional students.⁴⁴

1.5(f) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths

- The SCHS has clearly defined the rights and responsibilities concerning the MPH program’s governance and academic policies among administration and faculty.
- The MPH program’s governance and committee structure and processes are described.
- A copy of the constitution, bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program has been provided.
- Standing and important ad hoc committees, with statements of charge, composition, and current membership for each are listed.
- Qualified faculty are engaged in relevant community, professional and university committees.
- Student involvement is integrated into program evaluation and used to initiate programmatic and curricular changes as needed.

⁴⁴ See Appendix 36, GPSA Bylaws

Weaknesses

- The SCHS needs to have more regular meetings of the Community Advisory Board and engage them more in the evaluation process.
- Several students should be appointed to the accreditation committee

1.6 Resources. The program shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

1.6 (a) A description of the budgetary and allocation processes, sufficient to understand all sources of funds that support the teaching, research and service activities of the program.

The SCHS utilizes various funding sources to adequately support its faculty, staff, programs and services. The commitment of those resources among programs and services appropriately reflects the mission, goals and priorities of the SCHS and the MPH program.

State appropriations make up the majority of funding for the School of Community Health Sciences (SCHS) Master of Public Health Program; however, SCHS does not have a separate budget for tracking revenue and expenditures related to the program. SCHS currently has four state-appropriated budgets for its teaching departments and programs that contribute directly to MPH-related program efforts in varying amounts. An estimate of program funding is presented in Table 1.6 (b) that includes the combined funding amount from these four SCHS state accounts that contribute directly to MPH program efforts, an estimate of the percentage of sponsored award (grant and contract) funding related to program efforts, actual indirect cost recovery program expenditures, and actual program expenditures from gift funds for the last five years.

The amount of state funding from the four department and program budgets that directly support the MPH program varies based on the faculty member (FTE contribution toward program efforts) and the number of programs supported by a given operating budget (department budgets may include undergraduate program expenditures and/or multiple graduate program expenditures, etc.). The amount of state funding estimated from these budgets is as follows: Healthcare Administration department budget (50% of all state appropriations estimated for MPH program-related efforts); Environmental and Occupational Health department budget (100% of all state appropriations estimated for MPH program-related efforts); Social and Behavioral/Biostatistics & Epidemiology (SB/EB) Program Budget (50% of all State appropriations in fiscal years 2008 and 2009; 75% in fiscal years 2010 and 2011; and 90% in fiscal year 2012 estimated for MPH program-related efforts); and the School's Part-Time Instructor account budget (actual amount of state appropriations for MPH program-related efforts based on the number of MPH courses taught during a given fiscal year).

While state appropriations increased between FY2008 to FY2010 as a result of new faculty hires in FY2009, a decline in total state appropriations should be noted on Table 1.6 (b) resulting from budget reduction measures adopted by the Nevada State Senate and implemented at UNLV. Senate Bill Number 433 (SB433) became effective July 1, 2009 and directed the Board of Regents to implement a furlough program for professional employees or to reduce costs in an amount equal to savings that would otherwise have been produced by such a furlough program. UNLV implemented the Unpaid Leave Program for Professional Staff FY10 and FY11 in response to SB 433 in which no UNLV professional employee will be subject to mandatory unpaid furloughs during FY10, however, all professional staff and non-tenured, tenure-track faculty were subject to one unpaid furlough day per month effective FY11 (starting July 1, 2010). During FY2011, almost all non-tenured, tenure-track faculty were supported by either the EOH Department budget or Social & Behavior/Epidemiology & Biostatistics Program budget. More information on this budget reduction program is available at <http://go.unlv.edu/budget/docs>.

The enactment of Senate Bill 505 (SB505) resulting in UNLV's implementation of the FY12-FY13 Salary Reduction and Unpaid Leave program includes a 2.5% base salary reduction and 2.3% (6 days in each year for full time employees) unpaid leave for all regularly appointed UNLV employees beginning July 1, 2011. More information on this budget reduction program can be found at <http://hr.unlv.edu/pdf/FY1213UNLVSalaryReductionandUnpaidLeave.pdf>.

Further budget reductions in FY2012 are attributed to the FY12 Voluntary Separation Incentive Program (VSIP) in which three SCHS faculty members (one from the HCAP Department, one from the EOH Department and one from the SB/EB Program) participated in the VSIP program. More information on the FY2012 VSIP can be found at <http://go.unlv.edu/budget/docs/2010.03.15-unlv.official>. A significant trend associated with the VSIP is the increase in the part-time instructor account amount that contributes directly to the MPH program. A greater number of MPH courses were taught by part-time instructors in FY2012 to offset the loss in MPH courses taught by the permanent, full-time faculty that participated in the VSIP.

The declining trend in the state supported budget amounts that contribute directly to the MPH program is expected to reverse in FY2013 with the addition of two new faculty members (one faculty member will be hired on the SB/EB program budget and the other will be hired on the HCAP department budget). UNLV's Executive Vice President and Provost approved the need for these two positions on November 1, 2011 and SCHS search committees are currently interviewing candidates. The expectation is that these positions will be filled by August 1, 2012.

Additional state appropriations received through UNLV's Graduate College for MPH graduate student stipends, tuition and health benefits are included in the estimate of total state appropriations for the MPH Program budget.

The amount of funding from grants and contracts that indirectly support (faculty summer salary, student support, etc.) the SCHS MPH program is an estimate based on a sample of fifteen awards taken from all sponsored awards (NICRP awards excluded) received between 2008 - 2011 and calculating the percentage of actual expenditures from each award attributable to program-related efforts compared to the total expenditures from the same awards (see Appendix 37 for a table and listing of all grants and contracts awarded to SCHS faculty). The percentage of program-related expenditures from those sponsored awards is 12% and consisted of faculty summer salaries and benefits, graduate student support, student wages and benefits, tuition, materials, supplies, and the indirect costs associated with most of these expenditures.

Actual program-related expenditures were calculated for FY2008 – FY2012 for the indirect cost recovery and gift categories of Table 1.6 b. Indirect cost recovery expenditures consist of travel, materials and supplies. MPH program expenditures associated with the gift category include faculty summer salary, fringe benefits and travel costs.

1.6(b) A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, which is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in table format as appropriate to the program. See CEPH Data Template A.

Table 1.6(b) Sources of Funds and Expenditures by Major Category, Fiscal Years 2008-2012					
	FY2008	FY2009	FY2010	FY2011	FY2012
Source of Funds					
State Appropriation	\$1,187,264	\$1,292,243	\$1,500,552	\$1,487,648	\$1,272,102
Grants/Contracts	\$136,529	\$181,528	\$142,432	\$146,909	\$192,450
Indirect Cost Recovery	\$6,118	\$5,015	\$14,605	\$8,618	\$3,154
Gifts	\$736	\$1,322	\$407	\$11,053	0
TOTAL	\$1,330,647	\$1,480,108	\$1,657,996	\$1,654,228	\$1,467,706
Expenditures					
Faculty Salaries & Benefits,	\$1,020,936	\$1,116,623	\$1,364,494	\$1,339,420	\$1,126,803
Staff Salaries & Benefits	\$89,420	\$127,716	\$91,671	\$94,033	\$95,433
Operations	\$70,114	\$77,023	\$60,461	\$40,952	\$54,973
Travel	\$1,724	\$2,959	\$1,340	\$1,602	\$1,989
Student Support & Tuition	\$148,452	\$155,787	\$140,030	\$178,221	\$188,508
TOTAL	\$1,330,646	\$1,480,108	\$1,657,996	\$1,654,228	\$1,467,706

1.6 (c) If the program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by public health program faculty who may have their primary appointment elsewhere.

The SCHS is not sponsored by any university other than the University of Nevada, Las Vegas. Thus, this section does not apply to our program of public health.

1.6 (d) A concise statement or chart concerning the number (headcount) of core faculty employed by the program as of fall for each of the last three years.

The MPH program at UNLV has grown considerably since its inception in 2004. When the program was first opened to students, it housed nine faculty members. Currently the program employs 17 (soon to be 19 as two positions have been filled; the instructors will begin in fall 2012) accomplished professors teaching and guiding our students, and engaging in community research and service.

	2009/2010	2010/2011	2011/2012
Environmental & Occupational Health	5	4	5
Epidemiology & Biostatistics	4	4	3
Healthcare Administration & Policy	4	4	4
Social & Behavioral Health	5	5	5

1.6 (e) A table showing faculty, students, and student/faculty ratios, organized by specialty area, for each of the last three years. These data must be presented in table format and include at least: a) headcount of primary faculty who support the teaching programs, b) FTE conversion of faculty based on % time or % salary support devoted to the instructional programs, c) headcount of other faculty involved in the teaching programs (adjunct, part-time, secondary appointments, etc), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of core faculty plus other faculty, f) total FTE of core and other faculty, g) headcount of students in department or program area, h) FTE conversion of students, based on 9 or more credits per semester as full-time, i) student FTE divided by regular faculty FTE and j) student FTE divided by total faculty FTE, including other. All programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program intends to include the contributions of other faculty in its FTE calculations. Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the program should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in 4.1.a. and 4.1.b. See CEPH Data Template B.

Table 1.6(e)(1): Faculty, Students, and Student/Faculty Ratios by Department or Specialty Area * 2009/2010

	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students	FTE Students**	SFR by Core FTEF	SFR by Total FTEF***
MPH - Environmental & Occupational Health	5	5			5	5	26	13	5.20	5.20
MPH - Epidemiology & Biostatistics	4	4	2	.32	6	4.32	43	23.54	10.75	9.95
MPH - Social & Behavioral Health	5	4.5	1	.16	6	4.66	18	8.38	4	3.86
MPH - Healthcare Administration and Policy	4	2	5	.96	9	2.96	12	5.63	6	4.05
Undeclared/Unknown							5	1.68		

Table 1.6(e)(2): Faculty, Students, and Student/Faculty Ratios by Department or Specialty Area * 2010/2011

	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students	FTE Students**	SFR by Core FTEF	SFR by Total FTEF***
MPH – Environmental & Occupational Health	4	4			4	4	24	13.75	6	6
MPH – Epidemiology & Biostatistics	4	4	1	.16	5	4.16	42	19.41	10.5	10.1
MPH – Social & Behavioral Health	5	4			5	4	26	11.88	6.5	6.5
MPH – Healthcare Administration & Policy	4	2	2	.48	6	2.48	18	8.38	9	7.26
Undeclared							4	1.38		

Table 1.6(e)(3): Faculty, Students, and Student/Faculty Ratios by Department or Specialty Area * 2011/2012

	HC Core Faculty	FTEF Core	HC Other Faculty	FTEF Other	Total Faculty HC	Total FTEF	HC Students	FTE Students**	SFR by Core FTEF	SFR by Total FTEF***
MPH – Environmental & Occupational Health	5	5	0	0	5	5	22	9.54	4.4	4.4
MPH – Epidemiology & Biostatistics	3	3	4	.64	7	3.64	42	16.75	14.0	11.54
MPH – Social & Behavioral Health	5	4	4	1.44	9	5.44	29	11.5	5.8	5.33
MPH – Healthcare Administration & Policy	4	2	5	.96	9	2.96	10	4.13	2.5	3.38
Undeclared							2	0.5		

Key:

HC = Head Count

Core = full-time faculty who support the teaching programs

FTE = Full-time equivalent

FTEF = Full-time equivalent faculty

Other = Adjunct, part-time and secondary faculty

Total = Core + Other

SFR = Student/ Faculty Ratio

* **How Student FTE Enrollments Are Calculated at UNLV:** FTE enrollment is calculated by multiplying the course credit by the number of students enrolled in the course, and then applying a divisor appropriate to the level of instruction (undergraduate, master’s or doctoral). Graduate student credits are categorized as masters or doctoral. For graduate level courses (*i.e.*, the course number is 500 or above), student credits are identified as doctoral if the student is enrolled in a doctoral program; otherwise they are identified as masters. To calculate FTE, total masters student credits are divided by 12, and doctoral student credits are divided by 9. These figures are reported to NSHE each semester. **How Faculty FTE is Calculated:** The term “full-time” means an appointment at 1.0 FTE for the contract year. *Full-time instructional faculty:* faculty employed on a full-time basis for instruction (including those with released time for research) Contract status refers to the number of months an employee works per year: "A" Contracts = 12 month appointments & "B" Contracts = 9 month appointments. FTE = Full-Time Equivalent value of the appointment. Stated Values for Salary Increases for academic faculty (with tenure or rank) who have 12-month administrative appointments, the values stated for salary adjustments represent 9-month, B base adjustments. The annualized full-time-equivalent 12-month base salary is then calculated as 1.2 x the 9-month base salary, as provided in Board of Regents' policy.

** **How we calculated student FTEs for the MPH program:** The UNLV tracking system PeopleSoft is used to acquire the results shown herein. A survey is administered to the students on the first day of classes, for the purpose of obtaining information such as area of concentration, Graduate Assistant status and the number of credits being taken if missing from the PeopleSoft data. SCHS had not required a concentration area choice upon admission prior to fall 2012, but this is now being implemented, which strengthens our data collection. “HC Students” is the number of full-time equivalent students (18 credit hours/year, or 12 if a GA). MPH FTEs are calculated by dividing total credits from HC students by 24 (12 per semester) as per UNLV FTE guidelines.

*** This number does not include the undeclared students from the bottom row of the chart, any FTEs generated during summer sessions, or any part-time students enrolled in the program.

1.6(f) A concise statement or chart concerning the availability of other personnel.

Table 1.6(f) SCHS MPH Non-faculty Personnel		
Name	Title	Contract
Liz Gil	Administrative Assistant III	Classified Personnel (C-Contract)
Susan Tackstrom	Administrative Assistant III	Classified Personnel (C-Contract)
Sherry Marks	Business Manager/Deans Assistant	Administrative Faculty (A-Contracts)
Joseph Greenway	CHIA Director	Administrative Faculty (A-Contracts)
Danny Chan	CHIA Software Developer	Administrative Faculty (A-Contracts)
Deron Frederickson	CHIA Programmer	Administrative Faculty (A-Contracts)
Robert Herrington	CHIA Software Developer	Administrative Faculty (A-Contracts)
William Porter	CHIA Software Developer	Administrative Faculty (A-Contracts)
Deysi Baca	CHIA Administrative Assistant III	Classified Personnel (C-Contract)
Norah Langendorf	CHIA Administrative Assistant III	Classified Personnel (C-Contract)
Denise Tanata-Ashby (Research Faculty)	Senior Resident Scholar of Health	Administrative Faculty (A-Contracts)
Tara Phebus	NICRP Executive Director	Administrative Faculty (A-Contracts)
Amanda Haboush	NICRP Senior Research Analyst	Administrative Faculty (A-Contracts)
Samantha Beecher	NICRP Assistant Research Analyst	Administrative Faculty (A-Contracts)
Erika Marquez	Risk Assessor/ Data Manager	Administrative Faculty (A-Contracts)
Jennifer Berger	Healthy Homes Information Specialist	Administrative Faculty (A-Contracts)
Lindsay Chiquoine	Research Assistant	Administrative Faculty (A-Contracts)
Elizabeth Engel	Research Associate	Administrative Faculty (A-Contracts)

1.6(g) A concise statement or chart concerning the amount of space available to the program by purpose (offices, classrooms, common space for student use, etc.), by program and location.

The UNLV campus covers 335 acres and includes 55 major buildings. A university map is attached as Appendix 43. The majority of the MPH program’s faculty and staff are located in the Rod Lee Bigelow Health Sciences Building (BHS). The MPH program shares the building with the School of Allied Health and Sciences and the School of Nursing. Classes are held in various buildings across campus, however the MPH program does have dedicated space within the BHS building including a classroom, meeting rooms, a laboratory, common areas and computer space. Please see Appendices 38-42 for building floor plans.

1.6(h) A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.

The MPH program has three laboratories. The Environmental and Occupational Health Laboratory is a 408-square-foot facility located in the Paul McDermott Physical Education Complex (MPE 224). The Emerging Diseases Laboratory is a 1470-square foot facility located in MPE 231. The third laboratory is in the Science and Engineering building (SEB 4165). It is 637 square feet. SEB also houses a 191-square-foot greenhouse, used by Dr. Abella and his staff (SEB 4110C).

There are several unique qualities about the SCHS Environmental and Occupational Health Laboratory. Most laboratories specialize in the analysis of one type of compound, organic or inorganic. Our EOH laboratory has the ability to analyze both organic and inorganic compounds. Many laboratories in the state either do not accept work from outside agencies or conduct research, however our laboratory has the ability to do both by partnering with entities throughout Nevada and the U.S. Finally, and most importantly, other laboratories are for profit and often do not use their work to address human health. The mission of the EOH laboratory is focused on human and wildlife health. There is a direct link between environmental contaminants and human/wildlife health. We also have the unique ability to provide data to the Nevada Center for Environmental and Health Surveillance, providing us with the capacity to monitor exposures, build registries, conduct surveys and develop long-term studies on the relationship between environmental exposures and human and wildlife health.

The following equipment is available in the EOH laboratory:

- X-Ray Fluorescence (XRF) Lead Analyzer
- XRF Multi-element Analyzer
- Ultraviolet-Visible Spectrophotometer
- Graphite Furnace (Atomic Absorption Spectrophotometer)
- Microwave Digester
- Gas Chromatography Mass Spectroscopy (GC-MS)
- Cold Vapor Mercury Analyzer
- Gold Amalgamation Mercury Analyzer

The Emerging Diseases Laboratory is equipped with traditional microbiology laboratory equipment consisting of incubators, autoclaves, microscopes and an ultrafreezer. The laboratory is also equipped with sophisticated instrumentation including a Vitek II compact for identification of bacterial and antimicrobial susceptibility profiling, the DiversiLab for bacterial strain typing, and an Applied Biosystems 7900HT Fast Real-Time PCR System for the molecular detection of microorganisms. Laboratory capabilities include analysis of bacterial contaminants from human, wildlife and environmental sources that impact the health of Nevadans, including bacterial isolates such as methicillin resistant *Staphylococcus aureus* (MRSA). The laboratory is also a resource for the identification of a variety of fungal and bacterial contaminants.

1.6(i) A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

Every faculty and staff member has their own personal work computer that is stationed in their office. Some faculty members also have access to laptops. The Nevada Center for Environmental Health Surveillance (NCEHS) in BHS 131 contains an array of technology for students to utilize, including two laser printers and 31 computers, all purchased in 2007.

BHS 343 is a graduate student workstation which that 8 computers, a scanner and an inkjet printer, and is available for those student employees who do not have a permanent office.

Lied Library, the main campus library, is also available to students. Lied Library has 277 computers available for use by any student. It also houses seven scanners and 11 laser printers. Students may also rent laptops if they would like to be mobile. In addition, within Lied library is the Graduate and Professional Students Association Lounge and Computer Laboratory (LLB 3251), available to those attaining their masters, doctorate or professional degrees. The GPSA lounge is equipped with 39 PC computers, several flatbed scanners, CD writers, and multiple laser printers. Computers also include the following software for all graduate students:

- Adobe Acrobat Professional
- Adobe Acrobat Reader
- Adobe Creative Suite
- Adobe Flash Player
- ArcGIS
- Autodesk AutoCAD
- Crystal Reports
- Macromedia Studio
- Microsoft Office 2003
- Microsoft Office 2007
- Microsoft Visual Studio .NET
- SAS
- SPSS
- WebCampus
- Windows Media Player
- WordPerfect

Wireless internet access is available for all students, faculty and staff in the Bigelow Health Sciences Building and most other main buildings on the UNLV campus. The Office of Information Technology (OIT) is available for service for technical challenges the MPH program's faculty, staff or students may encounter. OIT is the central unit responsible for supporting the academic, research, and administrative aims of the campus through the effective use of technology. OIT has 96 employees in its department, and supports a computer laboratory, desktop computers, instructional technology, campus-wide systems and network infrastructures, including account support, audio-visual conferencing support, network support, blackberry support and classroom renovation. OIT also employs more than 100 part-time student employees in technical, administrative, and support positions. OIT offers two computing help desks and software training and is available for telephonic assistance seven days a week. Students and employers may receive software and software licenses through OIT either for free, or at a reduced price. Wireless file storage is also available for both students and faculty.

UNLV is an Internet2 institution. As a member of this consortium led by 200+ universities, UNLV works in partnership with industry and government personnel to develop and deploy advanced network applications and technologies. The campus connects with members through the CalREN network. CalREN-2 is a research-level network that supports connection speeds up to one Gbps (Gigabits per second) with other CalREN-2 or Internet2 sites. Similarly, Internet2 provides an "Advanced Hybrid Optical and Packet Network" operated by the University Corporation for Advanced Internet Development (UCAID) to support Internet2 member institutions.

OIT also maintains twelve on-campus interactive videoconference rooms to allow two-way audio and video communications for courses, programs, and conferences, and assists with the maintenance and scheduling of nine other interactive video units throughout southern Nevada. OIT assists in scheduling access to over 150 interactive video units throughout the state, as well as nationally and internationally.

In addition to interactive video services, faculty and staff have access to satellite downlink services offered by Instructional Technology Services. Arrangements can also be made to provide satellite uplink services through a cooperative arrangement with the local public broadcasting station through the Hank Greenspun School of Journalism & Media Studies.

Effective access to the physical collection is achieved through multiple efforts, including efficient and timely shelving and stacks maintenance, onsite compact storage (the Libraries' Library Storage and Retrieval system – LASR), seamless delivery of items from partner libraries through the Link+ system, and document delivery services, and a state-of-the-art Preservation Laboratory, located in Special Collections.

1.6 (j) A concise statement of library/information resources available for program use, including description of library capabilities in providing digital (electronic) content, access mechanisms and guidance in using them, and document delivery services.

The University Libraries of UNLV consist of the Lied Library, Architecture Studies Library, Curriculum Materials Library, Music Library and the Wiener-Rogers Law Library of the William S. Boyd School of Law, UNLV. All of the libraries are accessible online at www.library.unlv.edu, except for the law library, which is at <http://law.unlv.edu/law-library/home.html>.

University Libraries is one of the UNLV's sixteen colleges and schools and is administered by its own dean. Administration of the law library falls under the Boyd School of Law. As a strong partner in student learning, University Libraries fosters information literacy with innovative services, entrepreneurial staff, over one million physical volumes, outstanding digital collections, up-to-date technology, and internationally renowned Special Collections. The libraries have four modern, flexible facilities; each of which is new or renovated since 1997, with a total area of 325,000 square feet. The facilities include five Smart Classrooms, high density storage for 600,000 volumes, over 350 public computer workstations, a multi-media design studio, and a digital media distribution system. Backed by a staff of over 120 highly-trained and experienced individuals, and a budget that exceeds \$17 million, University Libraries builds collections and provides access to information and services to support teaching, learning, research and creative endeavors.

The Wiener-Rogers Law Library supports the research, instruction, and public services activities of nearly 40 full-time faculty and more than 450 students. Its collections, which number more than 320,000 volumes, include federal, state, and international materials, historical authorities, and legal materials from foreign jurisdictions. The library also supports access to law-specific digital resources. The library's special collections focus on human rights and social justice. Its facility spans more than 50,000 square feet, and includes a variety of space configurations that can be adapted for multiple uses. The law library currently employs thirteen full time staff. The annual acquisitions budget is approximately \$1.1 million. The total budget, not including staff salaries is approximately \$1.3 million. While the law library is completely autonomous in its administration from the University Libraries, there are areas of cooperation such as the library catalog which serves a number of institutions.

Library collections support UNLV instruction and research activities. Liaison librarians serve as proactive points of contact with students and faculty and monitor discipline-specific information needs. Recommendations from faculty are actively solicited and evaluated as received by liaison librarians and Collection Management. Faculty and students are also invited to attend demonstrations of new information products and to submit feedback.

University Libraries uses a general approval plan for book purchasing, which is based on a subject and scope profile. The circulation and in-house use of books are reviewed annually to assess the effectiveness of collection development. The University Libraries' physical collection (1.3 million volumes) is smaller than some libraries in other research institutions. However, the electronic resources of UNLV Libraries, which have been the focus of collection development efforts over the last decade, are quite extensive. Over the past five years, University Libraries have benefited from additions in the base

collections budget that have allowed covering inflation and protecting subscriptions to over 21,000 electronic and 600 print journals and over 300 databases. A complete listing of University Libraries databases is available at: <http://www.library.unlv.edu/search/databases/index.html>. Using one-time funding from the President and Executive Vice President and Provost (totaling over \$2 million in 05-06 and over \$500,000 in 06-07), the Libraries added significant new research collections, continued to build the electronic journal back files, and also added substantial digital collections of books and other texts. The acquisition of electronic books (e-books) has also increased over the past five years. A majority of the electronic books at University Libraries are cataloged for enhanced access. As of 2011, University Libraries has 619,000 e-books.

Access and discovery of library resources is a critical focus for the Libraries. Books, print and electronic journals, databases and other resources are available in the library's online catalog. Journals in print and electronic format and journals in aggregator databases are also listed in a separate A-Z title list.

University Libraries has engaged in digitization activities for nearly ten years, with the first digital exhibit published in the late 1990's. Early explorations into digitization later led to the purchase of digital collection management software (CONTENTdm) and the formation of a dedicated library unit (Web and Digitization Services), with a current staff of seven who are responsible for the library website, application development, usability, and (assisted by project workers supported by grant funding) digital initiatives. Currently, UNLV hosts seven digital collections, most with content drawn from Special Collections, with several additional projects in development.

Resources and services provided by the University Libraries and Wiener-Rogers Law Library contribute to the ability of students, faculty, and staff to use resources independently and effectively, include the following:

- Workshops on how to find books and journal articles as well as how to search indexes and the Web
- Orientation tours
- Specialized drop-in workshops offering individual assistance to patrons based on their research topic and instruction on how to effectively utilize bibliographic management tools, such as RefWorks
- Faculty and Graduate Student Seminar Series on diverse topics of interest, such as academic integrity and identifying grant funding opportunities
- Print and online Research Guides and Handouts
- Online tutorials on how to find books and journal articles
- Subject liaison librarians collaboration with faculty including curriculum-integrated instructional activities
- Hiring and training of research assistants (RAs) to assist with faculty research
- Current awareness services for faculty, including lists of new acquisitions
- One-on-one instruction (reference) in person or via phone, email, Instant Messenger (IM) or other "Text A Librarian" cell phone service

Similarly, the Law Library regularly teaches an Advanced Legal research course as part of the law school curriculum. Law Library faculty also guest lecture on many specialized legal research topics in law school courses.

UNLV Libraries also make full use of computing and communication services to enhance the discovery and delivery of monographs and journal articles that are not owned locally. For example, University Libraries' ILLiad service enables users to place and monitor interlibrary loan requests for books and journal articles, as well as to access articles as they are received, directly on their own computer. In Fall

2007, University Libraries became a member of LINK+, enabling users to search and borrow from a collection of over 8 million books and documents held at other institutions in the region through our own Web Catalog. Both ILLiad and LINK+ are integrated into the University Libraries' web resources in order to make access to remote collections as seamless as with our own locally held collections.

1.6 (k) A concise statement describing community resources available for instruction, research and service, indicating those where formal agreements exist.

Faculty interact with professionals in the local community on a regular basis. Faculty invite public health professionals as guest lecturers, and utilize them as resources for internship placements. Faculty also collaborate with organizations and agencies for research projects and in coordinating service opportunities. Please see Table 3.1(c) for faculty research projects and Table 3.2(c) for service activities.

1.6 (l) A concise statement of the amount and source of "in-kind" academic contributions available for instruction, research and service, indicating where formal agreements exist.

The public health program receives various beneficial in-kind contributions, such as guest faculty; however, they are not formally tracked.

1.6(m) Identification of outcome measures by which the program may judge the adequacy of its resources, along with data regarding the program's performance against those measures for each of the last three years. At a minimum, the program must provide data on institutional expenditures per full-time-equivalent student, research dollars per full-time-equivalent faculty, and extramural funding (service or training) as a percent of the total budget.

	Target	2009/10	2010/11	2011/12	Action
Institutional Expenditures per Student FTE*	Increase	\$12,110	\$12,198	\$12,204	
Institutional Expenditures per MPH FTE	Decrease	\$28,730	\$27,147	\$29,988	
External Research dollars per faculty	Increase	\$62,842	\$101,787	\$124,730	
Extramural Funding (% of total budget)**	Increase	<10%	<10%	13%	

*Notes from Institutional Analysis and Planning: Student Annual FTE represents formula funded FTE only, i.e. the total does not include professional school(dental medicine, law) and non-state (self-funded) supported program FTE. The total FTE for 2009-10 and 2010-11 is based on official final (end of semester) census reports. The current year (2011-12) annual FTE is based on a combination of official final reports for summer and fall 2011 and the unofficial preliminary spring 2012 data, given the timing of the request.

Institutional expenditures represent the main UNLV appropriation area only, i.e. intercollegiate athletics, and professional school expenditures are not included in the total. The source for the 2009-10 and 2010-11 information is the NSHE State Operating Budget to Actual Comparison reports posted on the Budget Office website at http://budget.unlv.edu/documents/Publications/FY11/FY11_State_Budget_to_Actual.pdf. Kathy Adams provided the 2011-12 figure, given the expenditure data requested is for the current fiscal year.

**SCHS does not have a separate institutional budget for the MPH Program and the school's state appropriated budgets combine funding for undergraduate and graduate programs. The amount listed above for Institutional Expenditures per MPH FTE includes state appropriation funding from other graduate programs at SCHS.

1.6 (n) Assessment of the extent to which this criterion is met.

This criterion is met with commentary.

Strengths:

- We have developed tracking methods to provide FTEs without relying on Institutional Analysis and Planning.
- We have hired a new HCAP faculty member and a new EAB faculty member. There is one more open faculty position.
- Our numerous centers and laboratories are key resources.

Weaknesses:

- Institutional Analysis and Planning data for UNLV were insufficient to accurately address CEPH requests, therefore we have established new processes and procedures to more accurately acquire data specific to MPH students by area of concentration. We need to improve the data collection system. The university data system does not track a number of variables needed for the CEPH self-assessment. Alternative collection methods are being developed, including adding a declaration of the students' area of concentration upon admission. Query requests are built in PeopleSoft, the university's data collection system, with the help of the Enrollment Technology Office.

2.0 INSTRUCTIONAL PROGRAMS

2.1 Master of Public Health Degree. The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree. The program may offer a generalist MPH degree or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, professional and academic, if consistent with its mission and resources.

2.1(a) An instructional matrix (CEPH Data Template C) presenting all of the program’s degree programs and areas of specialization, including undergraduate, masters and doctoral degrees, as appropriate. If multiple areas of specialization are available, these should be included. The matrix should distinguish between professional and academic degrees and identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.

	Academic	Professional
Masters Degrees		
Degree Conferred – Specialization		
MPH - Environmental and Occupational Health		X
MPH - Epidemiology and Biostatistics		X
MPH - Social and Behavioral Health		X
MPH - Healthcare Administration and Policy		X

2.1 (b) The bulletin or other official publication, which describes all curricula offered by the program. If the university does not publish a bulletin or other official publication, the program must provide for each degree and area of specialization identified in the instructional matrix a printed description of the curriculum, including a list of required courses and their course descriptions.

The university provides a catalog in print and online which includes all MPH degree offerings and complete course descriptions.⁴⁵ The UNLV School of Community Health Sciences Master of Public Health Degree Program Student Handbook on the School website at http://publichealth.unlv.edu/advisingsheets/MPH_Student_Handbook_SP2010%5B1%5D.doc also describes the program curriculum along with other MPH degree policies. The school website also provides academic degree guidelines and advisement sheets at http://publichealth.unlv.edu/graduate_forms.html.

⁴⁵ Please see on-site file for a copy of the catalogue, or visit http://catalog.unlv.edu/preview_entity.php?catoid=3&ent_oid=221

Table 2.1(b) Curriculum by Concentration		
Course Number⁴⁶	Course⁴⁷	Description
MPH Core Classes		
EOH 710	Fundamentals of Public Health	Introduces students to public health concepts and practice. Provides a broad overview of the field of public health and a focused look at core areas of social and behavioral health, environmental health, epidemiology and biostatistics, and healthcare administration in the public health arena.
EOH 740	Fundamentals of Environmental Health	This course addresses chemical, physical and biological factors in the environment and their relationship to the health of the human population.
EAB 705/ HED 725	Epidemiology and Public Health	This course is an introduction to epidemiology, which is the comparative study of the distribution and determinants of disease in human populations. Topics include analytic reasoning in public health and causal inference, disease surveillance, descriptive and analytical observational study designs, bias, reliability and validity.
HCA 701	Survey of US Healthcare Systems	Examines the health care providers, financing and major service components of the U. S. healthcare system. Addresses major issues of healthcare access, costs, and quality of care, with special emphasis on the role of government regulation and public policy in the system.
HED 705	Theoretical Foundations in Health Promotion	Study of the theoretical basis for public health interventions. Including the Theory of Reasoned Action, Social Cognitive Theory, Health Belief Model and Precede/Proceed Model
EAB 703	Biostatistical Methods for the Health Sciences	Designed to provide a foundation in biostatistics for graduate students in the health sciences. Topics include probability, distributions, estimation, hypothesis testing, ANOVA, simple and multiple regression, vital statistics, and nonparametric methods.
Epidemiology and Biostatistics Concentration		
EAB 700	Research Methods	Provides a foundation in research methodology for public health professionals. Topics include sampling and experimental designs, quantitative and qualitative methods, mathematical and economic models, and multidisciplinary approaches to designing research programs.
EAB 715	Chronic Disease Epidemiology	Surveys the major chronic diseases with an emphasis on recent epidemiological research and findings, demographic and population aspects of chronic illness, causation and risk factors, prevention, and control.
EAB 725	Infectious Disease Epidemiology	Introduces the basic concepts of infectious disease epidemiology. Students develop a conceptual understanding and analytic skills in the investigation and control of infectious diseases in human populations. Students describe the most prevalent infectious diseases, including their transmission, pathogenesis, treatment, prevention, and control.
EAB 783	Multivariate Models	Provides in- depth coverage of common multivariate methods. Topics include multivariate correlation and regression, multivariate ANOVA, logistic regression, factor analysis, and time series analysis. Emphasis placed on

⁴⁶ Please see on-site file for course syllabi.

⁴⁷ All classes are for 3 units unless otherwise specified.

Course Number ⁴⁶	Course ⁴⁷	Description
		application of techniques useful for students in the health sciences.
EAB 793	Internship (3 -6)	Provides students with applied work experience in a local agency, organization, center or institute.
	Electives (6-9)	Any EAB or other advisor approved course.
Capstone with Oral Prospectus and Defense Presentations (Choose One)		
EAB 798	Thesis (6)	May be repeated, but a maximum of six credits will apply towards the student's degree program.
EAB 794	Professional Paper (3)	This capstone experience provides the opportunity for a graduate degree candidate to be involved in an in-depth project either written or experimental in nature. A formal paper and presentation describing the project culminate this experience.
Environmental and Occupational Health Concentration		
EOH 601	Environmental Toxicology	Describes how selected classes of environmental contaminants interact with cellular processes, biochemical reactions, organs and tissues. Influences on individuals, populations and ecosystems. Describes the relationship(s) between toxicants and the multiple ways they interact with the endocrine system.
Microbiology Requirement (Choose One)		
EOH 747	Transmission of Diseases	Exposure to disease causing microorganisms occurs via inhalation, ingestion, and dermal contact. Students will study transmission of selected microorganisms via the air, water, food, vectors, and person-to-person contact.
EOH 717	Food Safety	Foodborne illness has a significant impact on public health. In this course students will study microbiological and chemical aspects of food safety including factors that affect growth of organisms in foods and production of toxins that can result in foodborne illness. Upon completion of this course students will be able to describe microbial pathogens and chemical contaminants in foods and techniques used to detect them; understand prevention strategies to minimize foodborne illness; understand the process of investigating foodborne illness outbreaks; and understand federal guidelines for food safety.
Society & Environment Requirement (Choose One)		
EOH 765	Environmental Justice	Explores the impact of environmental hazards on community health and examines strategies for developing justice resources and effective policy change. Students will review actual cases and their health and policy outcomes. Focus on community based strategies for research, advocacy, and environmental change. Prerequisites: EOH and MPH core classes.
EOH 732	Children, Health & the Environment	Focuses on health issues specific to children age 0-18 years, such as abuse and neglect, insurance, nutrition, immunization, mental health, substance abuse, sexuality and chronic disease. Students will examine the unique status of children in the public health system as well as systemic approaches to improving services and policies.
Methods Requirement (Choose One)		
EAB 700	Research Methods	Provides a foundation in research methodology for public health professionals. Topics include basic sampling and

Course Number ⁴⁶	Course ⁴⁷	Description
		experimental designs, quantitative and qualitative methods in research, mathematical and economic models in research, and multidisciplinary approaches to designing research programs.
EOH 709	Scientific/ Technical Writing	Technical writing skills are critical to success in publication of scientific journal articles, approval of research grant submissions, and acceptance of thesis/dissertation requirements. In this course students will study techniques and develop skills in technical writing useful to professionals in healthcare and life sciences.
Internship Requirement		
EOH 793	Internship (3 -6)	Provides students with applied work experience in a local agency, organization, center or institute.
	Electives (6-9)	Any EOH or other advisor approved course.
Capstone with Oral Prospectus and Defense Presentations (Choose One)		
EOH 798	Thesis (6)	May be repeated, but a maximum of six credits will apply towards the student's degree program.
EOH 794	Professional Paper (3)	This capstone experience provides the opportunity for a graduate degree candidate to be involved in an in-depth project either written or experimental in nature. A formal paper and presentation describing the project culminate this experience.
Social Behavioral Health Concentration		
HED 720	Program Planning	Principles of program planning based on assessing individual and community needs and techniques to evaluate the effectiveness of health promotion programs. Also designed to analyze the process to obtain fiscal resources through grants, contracts, and other sources.
HED 730	Health Program Evaluation	Provides an overview of processes and skills required to effectively evaluate health programs. Formative, summative, process, impact and outcome evaluation methods discussed for application in a variety of professional settings. Includes socio-cultural, political, administrative, and ethical issues in conducting evaluation.
Social Health (Choose One)		
EOH 705	Social Epidemiology	Focuses on the social determinants of health and the health implications of social phenomena such as class, discrimination, and work. Students will examine life course hypotheses and the impact of early exposure to disease in later life as well as intervention strategies that incorporate social change elements. Prerequisite: EAB 705 or equivalent.
EOH 760	Health Disparities	Explore the causes of health disparities and potential remedies for health-related inequities that associate with race, ethnicity, social class and culture. Students will develop skills necessary to recognize personal and institutionalized bias which interferes with clinical decision-making, health policy, and health system structural development.
Methods (Choose One)		
EAB 700	Research Methods	Provides a foundation in research methodology for public health professionals. Topics include basic sampling and experimental designs, quantitative and qualitative methods in research, mathematical and economic models in

Course Number ⁴⁶	Course ⁴⁷	Description
		research, and multidisciplinary approaches to designing research programs.
EOH 715	Qualitative Methods	Through a combination of readings, literature review, field observation, interviews, and class discussions, students will explore the contributions of qualitative methods as it relates to health and health behavior.
Internship Requirement		
EOH 793	Internship (3 -6)	Provides students with applied work experience in a local agency, organization, center or institute.
	Electives (6-9)	Any advisor approved course.
Capstone with Oral Prospectus and Defense Presentations (Choose One)		
HED 755	Thesis (6)	May be repeated, but a maximum of six credits will apply towards the student's degree program.
HED 750	Graduate Project	This capstone experience provides the opportunity for a graduate degree candidate to be involved in an in-depth project either written or experimental in nature. A formal paper and presentation describing the project culminate this experience.
Healthcare Administration and Policy Concentration		
HCA 703	Management of Healthcare Organizations & Systems	Theories and practice of the management of health services. Analysis and evaluation of the management functions and roles, organizational theories and behavioral perspectives and healthcare policy issues as they apply to health services management.
HCA 705	Healthcare Accounting and Finance	Introduction to financial and managerial accounting in the context of the healthcare industry. Also introduces concepts from finance for use in the decision making process.
HCA 706	Strategic Management of Health Services	Emphasis on concepts of strategic and operational management for healthcare organizations. Also covers managerial epidemiology and marketing. Utilizes case studies.
HCA 707	Operations & Quality Management of Health Services	Introduces concepts of operations management in the context of the healthcare industry. Covers analytical techniques in the context of quality management.
HCA 708	Information Systems in Healthcare Management	Understanding of computerized needs of health services managers. Examines decision making process and information needs of various decisions. Major types of health information and information systems examined.
Internship Requirement		
HCA 793	Internship (3 -6)	Provides students with work experience in a local agency, organization, center or institute.
	Electives (6-9)	Any HCA or other advisor approved course.
Capstone Oral Prospectus and Defense Presentations (Choose One)		
HCA 799	Thesis (6)	May be repeated, but a maximum of six credits will apply towards the student's degree program.
HCA 709	Capstone Course (3)	Provides the HCA graduate degree candidate the option to select one of the following: an in-depth project or a comprehensive examination.

2.1 (c) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The program offers one academic MPH degree with a core of courses reflecting traditional MPH content areas, the specific concentration emphasis areas are well defined and supported.
- The MPH degree curriculum is described in university catalogs and websites, along with the school website, student handbook and university course schedules.

Weakness:

- None

2.2 Program Length. An MPH degree program or equivalent professional master's degree program must be at least 42 semester credit units in length.

2.2 (a) Definition of a credit with regard to classroom/contact hours.

Per university policy, one credit is generally equivalent to one hour per week spent in the classroom. For example, a 3-credit class will meet for approximately three hours each week. The fall and spring semesters contain 15 weeks of instruction, thus a typical 3-credit class requires 45 hours of classroom contact/instruction during the semester. Classes at UNLV range from one to six credits. As of Fall 2010, 45-units are required to graduate with a MPH degree.

2.2 (b) Information about the minimum degree requirements for all professional degree curricula shown in the instructional matrix. If the program or university uses a unit of academic credit or an academic term different than the standard semester or quarter, this should be explained and an equivalency presented in a table or narrative.

The MPH program requirements are listed in Table 2.1(b). In order to graduate, students must complete a minimum of 45 credits, and must fulfill a 3–6 credit internship. Students must also take a comprehensive exam, defend a thesis or write a professional paper. Students have 6 years to complete the program, but may appeal for an extension special circumstances may request an additional two years. Please see Appendix 18 for a list of required classes by concentration (advising forms).

2.2(c) Information about the number of MPH degrees awarded for less than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.

The SCHS MPH program required a minimum of 39 credits to graduate until the Spring of 2009; which at that time was three credits more than most graduate programs on campus. During the academic year 2005/2006, four students graduated with the then required 39 units; in 2006/2007 18 students; in 2007-2008, 16 students. The graduating class of Spring 2009 was the first class that was required to complete a minimum of 42 credit hours to graduate. Required concentration courses as well as a greater number of electives were added. The Spring 2009 class totaled 24 MPH graduates. As of Fall 2010, 45 credits are required to graduate. This increase included the requirement of an internship in addition to the capstone experience (thesis, professional paper or comprehensive exam). This reflects greater in-depth academic preparation in the MPH concentration and internship areas. Students who began the program before Fall 2010 will still graduate with 42 credits. We estimate that this is about 10 students.

2.2 (d) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- MPH students are required to take the same six public health core courses regardless of their concentrations and complete the appropriate number of credits based on the graduate catalog at the time they are enrolled. In addition to the core courses, students must take 27 credits in a concentration area, including an internship and capstone experience, to a total of 45 credits for the degree.

Weaknesses:

- None

2.3 Public Health Core Knowledge. All professional degree students must demonstrate an understanding of the public health core knowledge.

2.3(a) Identification of the means by which the program assures that all professional degree students have a broad understanding of the areas of knowledge basic to public health. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

All MPH students are required to take the same six core courses notwithstanding their chosen concentration. These 18 credits provide students with a broad understanding of the field of public health. All students must demonstrate an understanding of the public health core by successfully completing these public health core courses with a grade of a B or higher. The five disciplines are listed below, with the accompanying required course. Because students often are not sure which concentration to choose, the sixth course (EOH 710, Fundamentals of Public Health) is also required early in the program to introduce students to the five core disciplines.

<u>Core Public Health Area</u>		<u>Required Core Classes</u>
Biostatistics	EAB 703	Biostatistical Methods for the Health Sciences
Epidemiology	EAB 705	Epidemiology and Public Health
Environmental health sciences	EOH 740	Fundamentals of Environmental Health
Health services administration	HCA 701	Survey of U. S. Healthcare Systems
Social and behavioral sciences	HED 705	Theoretical Foundations in Health Promotion

2.3(b) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The MPH program offers courses in each of the traditional five discipline areas of public health and embeds these core discipline competencies into the various concentrations areas. The content reflects the mission and competencies of the overall MPH program as well as accreditation guidelines.

Weaknesses:

- None

2.4 Practical Skills. All professional degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to the students' areas of specialization.

2.4(a) Description of the program's policies and procedures regarding practice placements, including selection of sites, methods for approving preceptors, approaches for faculty supervision of students, means of evaluating practice placement sites, preceptor qualifications and criteria for waiving the experience.

The internship allows students to integrate what they have learned into hands-on situations. Students should view the internship as a stepping stone to employment.

In addition to allowing students to practice what they have learned, the purpose of the internship is to provide students with insight into the practice of public health in a specific work setting. The student should be afforded opportunities during this time to work with and observe public health professionals in the field, explore the practice of health promotion in a specific setting, and gain experience working on activities and projects which benefit the organization where the student is interning, while also building the skills and knowledge of the student. The internship is a planned learning experience that provides the student with the most important practical opportunity possible to grow as a public health professional.

All MPH core course work (HED 710, EOH 740, HED 725, HCA 701, HED 705, EAB 703) and 15 of the 18 hours of the concentration coursework must be successfully completed prior to the beginning of the internship. In accordance with Graduate College policy, students are also strongly discouraged from working, even as a graduate assistant, while completing their internship. The focus of the student during this time should be on successfully completing the internship.

For the internship, students are expected to register for EAB 793, EOH 793, HCA 713, or HED 750. In order to complete the internship, students are expected to work a minimum of 120 contact hours, and finish all associated activities for a 3-credit internship. An internship is counted for 4, 5 or 6 credits if the project is completed with 160, 200 or 240+ hours, respectively. This course is graded as Satisfactory/Unsatisfactory (Pass/Fail). These associated activities include project proposal forms, evaluation forms, defined internship activities and projects, a portfolio, and a formal poster presentation summarizing the internship experience (Appendices 44-45). All of these activities will be coordinated by the internship coordinator, a faculty member who is appointed by the school.

Selection of sites

Students are encouraged to be proactive in identifying potential sites and / or organizations where they would like to complete their internship. Students are encouraged to speak with their faculty advisor and the internship coordinator to assess the suitability of the site and / or organization for the internship. One critical aspect of site suitability is that all sites must have an updated, current, and valid (e.g. all appropriate signatures) "Working Agreement"⁴⁸ on file with the site, university, school and department no later than the semester prior to the start of the internship. The agreement will be valid for three years and it will be renewed if the sites are still suitable for interns three years later. Students should verify with their advisor that such an agreement is in place during the semester prior to the internship. An internship cannot be started until the agreement is completed.

Students are required to meet with their faculty advisor, their graduate advisory committee (see Appendix 19 for the Advisory Committee Form), the internship coordinator, and the preceptor for the

⁴⁸ See Appendix 46, Internship Site Working Agreement

organization where the student will be interning prior to the commencement of the internship – ideally meeting the semester before the onset of the internship. The purpose of these meetings will be to determine the learning objectives, the competencies, and the activities that are to occur during the internship. The faculty advisor, committee members, internship coordinator and preceptor should agree in writing to the objectives, competencies and activities that are to occur during the internship. Any deviation from this agreement should be approved by the faculty advisor, internship coordinator and preceptor.

Approving preceptors and preceptor qualifications

The site and/or organization where the student will complete his/her internship is required to assign a preceptor who will work with the student throughout this time. It is expected that this person will oversee the student's internship and activities. Specific roles and responsibilities of the preceptor include:

- Facilitating the completion of the articulation agreement by the site and/or organization
- Providing the student with an orientation to the site and/or organization where the internship will occur
- Supervising the student's internship activities
- Completing and submitting evaluation forms and other documentation
- Participating in the development and approval of the learning objectives, the competencies to be addressed, and some of the activities to be completed during the internship
- Notifying the internship coordinator of any problems that arise during the student's internship
- Serving as a role model of professional practice
- Mentoring the student
- Providing the student's faculty advisor with reasoning for final grade through discussions and by using the Preceptor Evaluation Form (Appendix 47)

At the end of the student's internship, preceptors are encouraged to attend the student's presentation that summarizes the internship experience.

Faculty supervision of students

The faculty advisor is the one person that knows the student best academically, and consequently, plays a role in the internship. The roles and responsibility of the faculty advisor include:

- Assisting the student to identify a site and/or organization for the internship
- Overseeing the development and approval of the learning objectives, the competencies to be addressed, and some of the activities to be completed during the internship
- Overseeing the activities to be completed during the internship
- Communicating with the student during the internship to assess learning and the overall experience
- Providing a final grade for the student
- Reviewing all drafts of the student's final report and presentation
- Attending and chairing meetings between the student, committee members, internship coordinator and preceptor

Proposal of internship projects

Students are required to submit a detailed project proposal to the internship coordinator that describes their work plan that includes those items listed below:

- Internship Organization/Agency --- the purpose, mission or goals of the organization and the populations they serve, especially the organization’s public health programs or projects
- Student’s Goals and Objectives --- the learning objectives for project(s) and activities that the intern will be working on during the internship. Clearly identify the specific objectives for the special project
- Competencies --- identifying the specific MPH and concentration-specific competencies that the intern will strengthen during the internship
- Significance --- Describing why the internship and special project are significant to public health
- Methods --- describing the methods (focus group, data collection and analysis, policy analysis, etc.) that the intern will use to conduct the project(s)
- Timeline --- including a timeline for completion of each project or activity, with particular attention to the special project. If a particular assignment or activity will be ongoing, this must be indicated, being as specific as possible
- Role of Participating Parties --- describing the roles of the preceptor and teammates (if applicable)

This plan must specify at least one project, and provide sufficient information to determine whether the project can be completed in the time allotted to the internship.

Evaluation of practice sites

Students are required to evaluate their placements by completing a Student Internship Evaluation Form (Appendix 6). Students must also complete a portfolio and a formal presentation summarizing the intern experience. In addition, the MPH program requests that preceptors evaluate their students’ performance at the placement.

Criteria for waiving the experience

Due to the significance of the internship to the student’s overall learning experience, waiving this requirement is not possible.

2.4(b) Identification of agencies and preceptors used for practice experiences for students, by specialty area, for the last three academic years.

Specialty Area	Internship Location	Preceptor Name, Degree/Title
EOH, EAB	Advanced Medical Imaging and Genetics (dba Amigenics)	Eric Hanson, Senior Vice President
EAB	Aid for AIDS of Nevada (AFAN)	Andrew Evanski, Executive Director
EOH	Association of Occupational and Environmental Clinics (AOEC)	Ingrid Denis, MA, Program Coordinator
EOH	BASICS International	Patricia Wilkins, Executive Director, Founder
SBH, HCAP, EAB	Behavioral Health Options, United Health	Linda Li, Director of QL Improvement and Product Development
EOH	Bureau of Land Management	Mary Jo Rugwell, District Manager
SBH	Clark County Social Services	Jeff Vollman, Planning Council Co-Chair
EOH	Clark County Water Reclamation District	Devon Morgan, Laboratory Manager
EOH, EAB, HCAP	Communities in Schools of Nevada	Terry Clark, State Director

Specialty Area	Internship Location	Preceptor Name, Degree/Title
HCAP	Dixie Regional Medical Center	Locke Ettinger, Rehabilitation Services Program Director
HCAP, SBH	Family and Sports Physical Therapy	Jeff Dietrich, PT, MPT, Owner
SBH	Jump for Joy Foundation (YMCA of Southern Nevada)	Anthony Alegrete, President/Founder
EAB	Lucine Biotechnology, Inc.	Chandler Marrs, PhD, CEO
EAB, SBH	Mohave County Department of Public Health Tobacco Use Prevention Program	Susan Williams, MEd, RD, Senior Chief
EOH	National Park Service - Lake Mead National Recreation Area	Nancy Bernard, Program Manager
EOH, EAB, SBH, HCAP	Nevada Cancer Institute	Diane Terrano, Interim Director, JoAnn Zseason, Revenue Cycle Director
SBH, HCAP, EOH	Nevada Hospitalist Group	Kim Kozlowski, Executive Director
EOH, EAB, HCAP	Nevada State Health Division	Sandra Noffsinger, HIV/STD Prevention & Control Program Manager
HCAP	North Vista Hospital, Diagnostic Imaging Dept.	Tony Maronello, CEO
EAB, SBH	Ogden Women's Clinic, Ogden, Utah	Rosemary Lesser, MD
EAB, SBH, HCAP	Planned Parenthood of Southern Nevada (PPRM)	Annette Magnus, Public Policy Coordinator
HCAP	Pomerene Hospital, Millersburg, Ohio	Renee Bright, Director of Public Relations
EOH	ProWorld Ghana, Cape Coast, Ghana	Kirsty McMahon, ProWorld Country Director, Ghana
HCAP	Southern Hills Medical Center	Alene Lewis, Chief Nursing Officer
EOH, EAB, SBH, HCAP	Southern Nevada Health District	Mars Patricio, Financial Services Manager Mary Ellen Britt, Regional Trauma Coordinator; Linda Verchick, Epidemiology Supervisor; Keith Zupnik, EOH Specialist; Cheryl Radeloff, MD, Disease Investigator; Michelle Sotero, Senior Health Educator and Project Coordinator; Brian Labus, Senior Epidemiologist
EOH	Southern Nevada Water Authority	Peggy Roefer, Regional Water Quality Manager
HCAP	Spring Valley Hospital	Mason Vanhouweling, Chief Operation Officer
SBH, HCAP	St. Rose Hospital Siena Campus	Shelby Decosta, Vice President, Strategy and Market Growth
SBH, HCAP	St. Rose Dominican Hospital Barbara Greenspun Women's Health Resource Center	Holly Lyman, Director
HCAP, SBH	Summerlin Hospital Medical Center	Bonny Sorensen, Chief Financial Officer
HCAP	Sunrise Medical Center	Sandee Moore, Associate Administrator
SBH	UNLV American Indian Research & Education Center (AIREC)	Carolee Dodge-Francis, Ed.D, Executive Director
EOH, SBH	UNLV Rebel Wellness Zone	Starr Wharton, MS, Certified Health Education Specialist, Wellness Educator
EOH	US Department of Interior, Bureau of Reclamation	Eric Volkman, MS, Fisheries Group Manager
EOH	US Environmental Protection Agency, UNLV Campus	Brian Schumacher, PhD, Branch Chief
SBH	Wellness Coaches USA	Ashley Mantle, MS, Western Region Director

2.4(c) Data on the number of students receiving a waiver of the practice experience for each of the last three years.

Internships were an optional part of the curriculum before fall 2010. As a result waivers were unnecessary. Internships became mandatory beginning in the fall semester of 2010, and waivers have not been accepted since that date.

2.4(d) Data on the number of preventive medicine, occupational medicine, aerospace medicine, and public health and general preventive medicine residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Table 2.4 (d) identifies the medical residents who have completed or are currently in the MPH program.

Table 2.4(d) Medical Residents		
Year Graduated	Name	Specialty
2009	Priyank Shetty	General Health
In Progress	Vincent Bhe	HIV/AIDS

2.4(e) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The internship (minimum of 120 contact hours) became a program requirement in the fall 2010 semester.
- All of the necessary internship documents have been developed. We also track where our students are placed, their proposals, preceptors, student satisfaction with the placement, as well as preceptor satisfaction.
- A faculty member has been appointed as the internship coordinator.
- An evaluation system is in place for student, preceptor and intern coordinator feedback.

Weaknesses:

- None

2.5 Culminating Experience. All professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

2.5(a) Identification of the culminating experience required for each degree program. If this is common across the program’s professional degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

In addition to the internship, each student must either complete a thesis, professional paper or comprehensive exam in order to graduate. Environmental and Occupational Health students, Epidemiology and Biostatistics students, and Social and Behavioral Health students may choose between a 6-credit thesis and a 3-credit professional paper as their culminating experience. Healthcare Administration and Policy students may write a thesis, professional paper or take a comprehensive exam.

All students are tested on the core and concentration-specific competencies through one of the three culminating experiences. Students who write a thesis or professional paper will add competencies they have learned to the paper, as well as answer questions in the oral defense. Students who take the exam are asked questions on the exam, and also in an oral defense. The student’s committee of four faculty members, three full time faculty members from within the school and one graduate college representative from outside, then must and unanimously approve the thesis, professional paper or exam.⁴⁹ Each type of culminating experience available to MPH students is described below.

Degree	Practice Experience	Capstone	Description
MPH/ Environmental and Occupational Health	Minimum 120-hour internship ⁵⁰	Thesis or Professional Paper with oral prospectus and defense.	Demonstrates integration of knowledge and includes an oral defense. The thesis capstone has to be approved by the student’s thesis committee that is composed of four faculty members. Special permission is required for the professional paper capstone option.
MPH/ Epidemiology and Biostatistics	Minimum 120-hour internship	Thesis or Professional Paper with oral prospectus and defense.	Demonstrates integration of knowledge and includes an oral defense. The thesis capstone has to be approved by the student’s thesis committee that is often composed of four faculty members. Special permission is required for the professional paper capstone option.

⁴⁹ See Appendices 20-22 for the Prospectus Approval, Thesis Approval, Oral Defense and Final Exam Results Forms.

⁵⁰ Approximately 40 Internship Hours = 1 credit hour

Degree	Practice Experience	Capstone	Description
MPH/ Healthcare Administration and Policy	Minimum 120-hour internship	Thesis with oral prospectus and defense or a capstone course.	<p>Demonstrates integration of knowledge and includes an oral defense.</p> <p>Candidate must receive special permission to present a six-credit thesis to fulfill the capstone requirement.</p> <p>The Capstone Course (HCA 709) allows students to choose between a comprehensive exam or research project. Both options integrate the various concepts students have been learning throughout the MPH program, solidifying key principles and preparing them for their professional endeavors.</p>
MPH/ Social & Behavioral Health	Minimum 120- hour internship	Thesis or Professional Paper with oral prospectus and defense.	<p>Demonstrates integration of knowledge and includes an oral defense.</p> <p>The thesis capstone has to be approved by the student's thesis committee that is often composed of four faculty members. Special permission is required for the professional paper capstone option.</p>

Professional Paper Option – 3 credits (requires prior approval)

A professional paper project generally involves a critical investigation of a well-defined public health issue or problem based on analysis of existing academic literature, public policy or other professional information. The written product of this effort is a scholarly manuscript. It may or may not include the collection of original data, and may be presented in the form of a case study, intervention development or policy analysis. The professional paper requires a more detailed and extensive analysis of the issue or problem than would be included in a term paper. It is not merely a literature review, needs assessment or a chronology of work.

Comprehensive Exam Option – 3 credits:

A comprehensive exam is for students to demonstrate their ability to synthesize the depth and breadth of knowledge gained in public health and in their concentration. Comprehensive Examinations are held in the fall and spring semester prior to the Graduate College's exam deadlines, as well as during the first session of summer school. A maximum of six hours are scheduled to complete the exam. Students must earn an overall "pass" to successfully complete the comprehensive exam. The Master of Healthcare Administration exam is comprehensive in healthcare administration and policy. However, the HCAP department is redesigning the exam given to MPH students to incorporate aspects of all of the core public health courses in the MPH program to comply with CEPH comments and provide HCAP students with a fully comprehensive culminating experience.

Thesis Option – 6 credits:

A thesis presents original research conducted by the student. Students who plan to continue to doctoral level studies are strongly advised to consider a thesis track. A thesis typically follows traditional models of scientific inquiry and reporting (both qualitative and quantitative modes of inquiry are acceptable), and implies more independent research and data collection than is generally required for a professional paper. A master's thesis research project investigates and answers a research problem that the student defines as significant. The relevance of the research problem is demonstrated through a literature

review which shows how the proposed research will contribute to prior research efforts, theory and/or practice. The student defines the research problem in the form of a hypothesis or a central focus, and describes how their research will test/answer the research question. The master's thesis describes all of the aforementioned background material (i.e., statement of the problem, literature review, statement of hypothesis/focus, and research methodology) and documents the study analyses and results. The master's thesis concludes by relating the research contributions back to the relevant theory, current practice and provides some direction for future research. Copies of master's theses are available in the UNLV library.

Samples of professional papers completed by previous MPH students are available for review; they are on file with the advisors. The range of topics addressed in professional papers is large and reflects the diversity of the field of public health as well as the diversity of MPH students and their interests.

2.5(b) Assessment of the extent to which this criterion is met.

This criterion is met with commentary.

Strengths:

- We have established our culminating experience for each concentration. Students must complete a thesis, a professional paper or a comprehensive exam.
- As per Graduate College standards, SCHS adheres to a standard assessment procedure.⁵¹
- Our school has developed a standard protocol to evaluate the internship sites, projects and results using the Internship Site Working Agreement and student internship and preceptor surveys.

Weaknesses:

- The internship program was not mandatory and only some students completed internships in the past. Since Fall 2010, all students have been required to complete internships.

⁵¹ UNLV Graduate Catalog, Culminating experience link:
http://catalog.unlv.edu/content.php?catoid=3&navoid=288#Final_Research_Creative_Documents

2.6 Required Competencies. For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

2.6(a) Identification of core public health competencies that all MPH or equivalent professional master’s degree students are expected to achieve through their courses of study.

Table 2.6(a) MPH Core Competencies, adopted from ASPH		
By graduation, students should be able to:		
<i>Competency Number</i>	<i>Area</i>	<i>Description</i>
MPH 001	Communication and Informatics	Collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols.
MPH 002		Gather, process, and present information to different audiences in-person, through information technologies, or through media channels.
MPH 003		Strategically design the information and knowledge exchange process to achieve specific objectives.
MPH 004	Diversity and Culture	Interact with both diverse individuals and communities to produce or impact an intended public health outcome.
MPH 005	Leadership	Create and communicate a shared vision for a changing future.
MPH 006		Champion solutions to organizational and community challenges.
MPH 007		Energize commitment to goals.
MPH 008	Professionalism	Demonstrate ethical choices, values and professional practices implicit in public health decisions.
MPH 009		Consider the effect of choices on community stewardship, equity, social justice and accountability.
MPH 010		Commit to personal and institutional development.
MPH 011	Program Planning	Plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.
MPH 012	Public Health Biology	Understand the biological and molecular context of public health (public health biology).
MPH 013	Systems Thinking	Recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

2.6(b) A matrix that identifies the learning experiences by which the core public health competencies are met. If this is common across the program, a single matrix will suffice. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

Table 2.6(b) Learning Experiences and Core Competencies

Type of learning experience	Competencies Addressed													
	001	002	003	004	005	006	007	008	009	010	011	012	013	
1) Reading														
Class	EAB 703, EAB 705 /HCA 702 /HED 725, EAB 715, EAB 733, EAB 753, EAB 763, EAB 773, EAB 783, EOH 601, EOH 716, HED 720, HED 730, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708	EAB 703, EAB 705 /HCA 702 /HED 725, EAB 733, EAB 753, EAB 763, EAB 773, EAB 783, EOH 709, HED 607, HED 700, HED 720, HED 730, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708	EAB 705 /HCA 702 /HED 725, 725, EOH 709, EOH 717, HED 607, HED 700, HED 720, HED 730, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708	EAB 705 /HCA 702 /HED 725, HED 607, HED 700, HED 720, HED 730	EAB 705 /HCA 702 /HED 725, EOH 709, EOH 711, HED 607, HED 720, HED 730, HED 700, HED 720, HED 730, HCA 703, HCA 708	EAB 705 /HCA 702 /HED 725, EOH 711, HED 700, HED 720, HED 730, HCA 703	EAB 705 /HCA 702 /HED 725, HED 607, HED 700, HED 720, HED 730	EAB 705 /HCA 702 /HED 725, EAB 725, EOH 715, EOH 716, HED 720, HED 730, HCA 703	EAB 704, EAB 705 /HCA 702 /HED 725, EAB 725, EOH 715, EOH 716, HED 720, HED 730, HCA 703	EAB 704, EAB 705 /HCA 702 /HED 725, EOH 732, HED 607, HED 700, HED 720, HED 730, HCA 703	EAB 705 /HCA 702 /HED 725, EAB 715, EOH 717, HED 700, HED 720, HED 730	EAB 705 /HCA 702 /HED 725, EOH 601, EOH 717, EOH 740, EOH 747, HED 720, HED 730	EOH 601, EOH 732, EOH 740, HED 607	EAB 725, EOH 732, HED 700, HED 720, HED 730, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707
2) Oral Presentations														
Class	EAB 705 /HCA 702 /HED 725, EAB 715, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HED 720	EAB 705 /HCA 702 /HED 725, EAB 732, EOH 709, EOH 747, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HED 720	EAB 705 /HCA 702 /HED 725, EOH 709, EOH 715, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HED 720	EOH 715, HED 720	EOH 709, EOH 711, HCA 703, HED 720	EOH 711, HCA 703, HED 720	HED 720	EOH 715, HCA 703, HED 720	HCA 703, HED 720	EAB 705 /HCA 702 /HED 725, EAB 715, HED 720	EOH 601, EOH 711, EOH 740, EOH 747, HCA 701, HCA 705, HCA 706, HCA 707, HED 720	EOH 740	HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HED 720	

Type of learning experience	Competencies Addressed												
	001	002	003	004	005	006	007	008	009	010	011	012	013
3) Written Papers													
Class	EAB 705 /HCA 702 /HED 725, EAB 705, EAB 733, EOH 716, HED 730, HED 735	EAB 705 /HCA 702 /HED 725, EAB 733, EOH 709, EOH 747, HED 700, HED 730	EAB 705 /HCA 702 /HED 725, EOH 709, EOH 715, HED 700, HED 730, HED 735	EOH 715, HED 700, HED 730, HED 735	EOH 709, EOH 711, HED 700, HED 730, HED 735	EOH 711, HED 700, HED 730, HED 735	HED 700, HED 730, HED 735	EOH 715, EOH 716, HED 730, HED 735	HED 700, HED 730, HED 735	HED 700, HED 730, HED 735	EAB 705 /HCA 702 /HED 725, EOH 711, EOH 740, EOH 747, HED 730	EOH 740, HED 735	HED 700, HED 730
4) Critical Discussion													
Class	EAB 703, EAB 705, /HCA 702 /HED 725, EAB 715, EAB 733, EAB 763, EAB 783, EOH 716, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708, HED 720, HED 730, HED 735	EAB 703, EAB 705, /HCA 702 /HED 725, EAB 732, EAB 733, EAB 763, EAB 783, EOH 709, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708, HED 700, HED 730, HED 735	EAB 705, /HCA 702 /HED 725, EOH 709, EOH 715, EOH 717, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708, HED 700, HED 730, HED 735	EOH 715, HED 700, HED 720, HED 730, HED 735	EOH 709, HCA 703, HCA 708, HED 700, HED 720, HED 730, HED 735	EOH 711, HCA 703, HED 700, HED 720, HED 730, HED 735	HED 700, HED 720, HED 730, HED 735	EAB 704, EAB 725, EOH 715, EOH 716, HCA 703, HED 720, HED 730, HED 735	EAB 704, HCA 703, HED 700, HED 720, HED 730, HED 735	EAB 715, EOH 717, HED 607, HED 700, HED 720, HED 730, HED 735	EAB 705, /HCA 702 /HED 725, EOH 601, EOH 711, EOH 717, EOH 740, HCA 701, HCA 705, HCA 706, HCA 707, HED 720, HED 730	EAB 725, EOH 740, HED 607, HED 735	EAB 725, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HED 720, HED 730
5) Group Projects													
Class	HCA 701, HCA 703, HCA 705, HCA 706, HCA 707	HED 607, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707	HED 607, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707	HED 607	HED 60, HCA 703	HCA 703	HED 607	HCA 703	HED 607, HCA 703		HCA 701, HCA 705, HCA 706, HCA 707	HED 607	HCA 701, HCA 703, HCA 705, HCA 706, HCA 707

Type of learning experience	Competencies Addressed													
	001	002	003	004	005	006	007	008	009	010	011	012	013	
6) Field Experience														
Class	EAB 793, EOH 793, HCA 713	EAB 793, EOH 793, HCA 713	EAB 793, EOH 793, HCA 713	EAB 793, EOH 793, HCA 713			EAB 793, EOH 793, HCA 713	EAB 793, EOH 793, HCA 713	EAB 793, EOH 793, HCA 713	EAB 793, EOH 793, HCA 713			EAB 793, EOH 793, HCA 713	
7) Examination														
Class	EAB 703, EAB 705 /HCA 702 /HED 725, EAB 753, EAB 763, EAB 773, EAB 783, EOH 716, HED 720, HED 730, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708	EAB 703, EAB 705 /HCA 702 /HED 725, EAB 753, EAB 763, EAB 773, EAB 783, EOH 709, EOH 716, HED 607, HED 700, HED 720, HED 730, HCA 701, HCA 703, HCA 705, HCA 706, HED 720, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708	EAB 705 /HCA 702 /HED 725, EOH 717, HED 607, HED 700, HED 720, HED 730, HCA 701, HCA 703, HCA 705, HCA 706, HCA 707, HCA 708	EAB 705 /HCA 702 /HED 725, HED 607, HED 700, HED 720, HED 730	EAB 705 /HCA 702 /HED 725, EOH 711, HED 700, HED 720, HED 730, HCA 701, HCA 708	EAB 705 /HCA 702 /HED 725, EOH 711, HED 700, HED 720, HED 730	EAB 705 /HCA 702 /HED 725, EOH 711, HED 700, HED 720, HED 730	EAB 705 /HCA 702 /HED 725, HED 607, HED 700, HED 720, HED 730	EAB 704, EAB 705 /HCA 702 /HED 725, EOH 716, HED 720, HED 730	EAB 704, EAB 705 /HCA 702 /HED 725, EAB 732, HED 607, HED 700, HED 720, HED 730	EAB 705 /HCA 702 /HED 725, EOH 717, HED 607, HED 700, HED 720, HED 730	EAB 705 /HCA 702 /HED 725, EOH 601, EOH 711, EOH 740, EOH 747, HED 720, HED 730, HCA 705, HCA 706, HCA 707	EAB 705 /HCA 702 /HED 725, EOH 740	EAB 705 /HCA 702 /HED 725, EAB 732, EOH 740, HED 700, HED 720, HED 730, HCA 703, HCA 705, HCA 706, HCA 707

2.6(c) Identification of a set of competencies for each specialty area identified in the instructional matrix, including professional and academic degree curricula.

Specialty Area	ID No.	Competencies
<i>Environmental and Occupational Health</i>	EOH 001	Characterize the biological, chemical and physical hazards affecting human and ecosystem health.
	EOH 002	Understand the effects of environmental contaminants and infectious diseases on the human body and apply knowledge of these factors in developing prevention and management strategies and making policy recommendations.
	EOH 003	Describe the impact of social and behavioral influences on health and the interaction of these influences with environmental hazards.
	EOH 004	Organize data and information, prepare technical reports, and give oral presentations on recognition, evaluation, management and control of environmental health hazards.
	EOH 005	Identify current regulatory problems and legislative authorities directed at managing contamination in water, air, soil and food.
	EOH 006	Effectively communicate environmental health risks and prevention strategies to potentially affected communities.
	EOH 007	Critically read scientific and lay literature in the field of environmental health sciences.
<i>Epidemiology and Biostatistics</i>	EAB 001	Describe the roles that epidemiology and biostatistics serve in the discipline of public health, and be able to describe a public health problem in terms of magnitude, people, time, and place.
	EAB 002	Understand and apply proper terminology and definitions used in epidemiology and biostatistics.
	EAB 003	Identify key sources of data for epidemiologic and biostatistical studies.
	EAB 004	Understand and apply appropriate measurement scales, concepts of probability, random variation, and commonly used statistical probability distributions.
	EAB 005	Apply descriptive techniques and commonly used inferential statistical methods to summarize public health data.
	EAB 006	Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
	EAB 007	Explain the importance of epidemiology and biostatistics for informing scientific, ethical, economic and political discussion of health issues.
	EAB 008	Comprehend ethical and legal principles pertaining to the collection, maintenance, use and dissemination of data and other epidemiological information.
	EAB 009	Interpret, articulate, and critique results of statistical and epidemiological analyses found in public health studies.
	EAB 010	Develop written and oral presentations based on epidemiological studies and statistical analyses for both public health professionals and educated lay audiences, and prepare manuscripts for the peer-reviewed literature.
<i>Social & Behavioral</i>	SBH 001	Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
	SBH 002	Identify the causes of social and behavioral factors that affect health

		of individuals and populations.
	SBH 003	Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
	SBH 004	Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
	SBH 005	Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
	SBH 006	Describe the role of social and community factors in both the onset and solution of public health problems.
	SBH 007	Describe the merits of social and behavioral science interventions and policies.
	SBH 008	Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
	SBH 009	Apply ethical principles to public health program planning, implementation and evaluation.
	SBH 010	Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
Healthcare Administration & Policy	HCA 001	Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
	HCA 002	Describe the legal and ethical bases for public health and health services.
	HCA 003	Explain methods of ensuring community health safety and preparedness.
	HCA 004	Discuss the policy process for improving the health status of populations.
	HCA 005	Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
	HCA 006	Apply principles of strategic planning and marketing to public health.
	HCA 007	Apply quality and performance improvement concepts to address organizational performance issues.
	HCA 008	Apply "systems thinking" for resolving organizational problems.
	HCA 009	Communicate health policy and management issues using appropriate channels and technologies.
	HCA 010	Demonstrate leadership skills for building partnerships.

2.6(d) A description of the manner in which competencies are developed, used and made available to students.

The core Program of Public Health competencies were adopted from the American Association of Schools of Public Health by unanimous agreement of the faculty and deans of the Program of Public Health. The specialty area competencies were developed jointly by faculty from each specialty. The competencies were then shared with the remaining faculty from the program for edits and suggestions. Finally, they were approved by the associate dean and the dean of the School of Community Health Sciences. Competencies are used by faculty members when creating learning objectives for their classes, and thus influence the content of the classes within the program. Competencies are discussed during orientation every fall, posted on the program website⁵², printed in the Student Handbook, and competencies pertinent to a class are printed in its syllabus.

⁵² http://publichealth.unlv.edu/MPH_about.html

2.6(e) A description of the manner in which the program periodically assesses the changing needs of public health practice and uses this information to establish the competencies for its educational programs.

Faculty and administration have the opportunity to bring needed changes to the attention of the SCHS via executive committee meetings that are held bi-weekly. These changes and needs are addressed and incorporated through regular faculty governance as required.

2.6(f) Assessment of the extent to which this criterion is met.

This criterion is met with commentary.

Strengths:

- Competencies are now included in the Capstone Experience. Students are evaluated by faculty upon graduation regarding the competencies. Internship preceptors are also asked to assess students on the competencies
- A public health employer survey was developed in the spring of 2010 to assess their needs in relation to the competencies

Weaknesses:

- Competencies had not been included in the Capstone Experience prior to fall 2010

2.7 Assessment Procedures. There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

The students are rated on competencies, upon graduation. The faculty evaluate students by concentration area with faculty assessment forms (Section 1.2a and Appendix 8).

2.7 (a) Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies.

Students’ progress in achieving the required competencies is monitored through several means, including cumulative grade point average (GPA), the comprehensive exam, the internship experience, the capstone project, class evaluations, exit surveys, alumni surveys, employer surveys and faculty surveys (Appendices 1, 3-8, 10-11, 16-22).

Any grade below a “B” will not be accepted for credit. Students who receive a B- or lower are placed on academic probation. If a student’s cumulative GPA falls below a 3.0, the student has one semester to improve their GPA to ≥ 3.0 or be separated from the program. Failure to fulfill this requirement will result in separation from the program.

Failure to make adequate progress toward degree requirements may also result in academic probation. This includes failure to complete 6 credits per academic year, failure to file appropriate paperwork with the Graduate College, failure to meet with faculty advisors upon request, or earning unsatisfactory grades (including withdrawal or incomplete). These circumstances will be resolved on a case-by-case basis by the Academic Standards Committee.

In addition, all students must complete one of the following to graduate: a comprehensive examination, a professional paper or a thesis. Students are required to integrate and demonstrate the competencies they have mastered as part of their capstone experience. As part of the oral defense, students are also asked which competencies they have learned, and how they were used. Students are also required (beginning in the fall of 2010) to fulfill the internship requirement which will reinforce many of the core and specialty learning competencies. Finally, it is requested that students complete an exit survey near the time of graduation, and an alumni survey approximately one year after they have graduated; both surveys ask how well students feel they mastered the core competencies and the competencies for their chosen concentration (See Section 1.2(a) for more detailed information about the surveys). If there are consistent issues, these data are used to modify courses, capstones and internships.

2.7(b) Identification of outcomes that serve as measures by which the program will evaluate student achievement in each degree program, and presentation of data assessing the program’s performance against those measures for each of the last three years.

Outcome Measure	Target	2009-10	2010-2011	2011-12	Notes
Average GPA in core courses	≥ 3.0	3.34	3.70	3.64	
Percentage of grades 3.0 or higher in concentration courses	80%	98.3%	96.4%	100%	
Number of students to graduate within 6-year goal	100%	25 graduates (100%)	35 graduates (100%)	30 graduates (100%)	

2.7(c) If the outcome measures selected by the program do not include degree completion rates and job placement experience, then data for these two additional indicators must be provided, including experiential data for each of the three years. If degree completion rates, in the normal time period for degree completion, are less than 80%, an explanation must be provided. If job placement, within 12 months following award of the degree, is less than 80% of the graduates, an explanation must be provided.

Please see Table 2.7(b).

2.7(d)A table showing the destination of graduates for each of the last three years. The table must include at least the number and percentage of graduates by program area each year going to a) government (state, local, federal), b) nonprofit organization, c) hospital or Healthcare delivery facility, d) private practice, e) university or research institute, f) proprietary organization (industry, pharmaceutical company, consulting), g) further education, h) non-health related employment, or i) not employed.

Results from Table 2.7(d) (1) and (2) are from the two alumni surveys, the first sent out in summer 2009, and the second in summer 2011. The 2009 alumni survey was responded to by 35 alumni from graduating classes from fall 2005-spring 2009. Data reported in Table 2.7 (d) (1) are for the 2008/2009 graduating class. Out of 24 graduates, there were 15 responses (seven EOH, one EAB, three HCAP and four SBH graduates). Of these 15 graduates, eight were employed, four were pursuing further education, and three were not employed, or it was unknown because the question was not answered.

Data reported in Table 2.7 (d) (2) are for the 2009/2010 graduating class. Of 21 graduates, seven responded (three EOH and four EAB graduates). Of the seven who responded, four were employed and one was pursuing further education.

Results from Table 2.7(d) (3) are from the alumni survey sent out in summer 2011. There were nine responses from 15 graduates from 2010/2011 academic year (one EOH, two EAB, three HCA and three SBH graduates). Eight of the nine alumni who responded were employed.

Another alumni survey was sent out in June 2012 to students from the 2011-2012 academic year.

Department/ Specialty	Government		Nonprofit		Health Care		Private Practice		University/ Research		Proprietary		Further Education		Non-Health Related		Not Employed/ Unknown	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Environmental and Occupational Health	1	14							1	14			2	29	1	14	2	29
Epidemiology and Biostatistics													1	100				
Healthcare Administration and Policy					1	33					2	66						
Social and Behavioral Health									2	50			1	25			1	25

Department/ Specialty	Government		Nonprofit		Health Care		Private Practice		University/ Research		Proprietary		Further Education		Non-Health Related		Not Employed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Environmental and Occupational	1		33						1	33							1	33
Epidemiology and Biostatistics					1	25			1	25			1	25			1	25
Healthcare Administration and Policy																		
Social and Behavioral Health																		

Department/ Specialty	Government		Nonprofit		Health Care		Private Practice		University/ Research		Proprietary		Further Education		Non-Health Related		Not Employed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Environmental and Occupational Health									1	100								
Epidemiology and Biostatistics	1	50					1	50										
Healthcare Administration and Policy	1	33			1	33			1	33								
Social and Behavioral Health			1	33	1	33											1	33

2.7(e) In public health fields where there is certification of professional competence, data on the performance of the program's graduates on these national examinations for each of the last three years.

Currently the MPH does not track graduates' performance on national examinations, but will be assessing pass rates for the National Commission for Health Education Credentialing (CHES) test for social and behavioral health students beginning in 2011. The April-October 2011 data showed that 90% of the students from UNLV passed the test, which is higher than the national average of 75.31%. Average scores from UNLV students were also higher or comparable to the national mean.

2.7(f) Data describing results from periodic assessments of alumni and employers of graduates regarding the ability of the program's graduates to effectively perform the competencies in a practice setting.

Four surveys are used to track MPH graduates. The alumni survey is sent annually via e-mail to all MPH graduates from the preceding 12 months. The employer survey is mailed annually to employers of recent graduates, using contact information provided on the alumni survey. As MPH students near graduation, the department requests that they complete the MPH exit survey, which lets students assess themselves with regard to the core competencies, as the graduate's specific competencies in one of the four concentrations. UNLV Career Services also administers an exit survey, as shown in Section 1.2, on a rolling basis and is completed by students within two months of graduation.⁵³

Employer surveys were mailed in January of 2010 and January of 2011. The response rate was very low, as only a few students provided employer contact feedback in their alumni surveys, but the responses did indicate that our MPH students performed well. The MPH exit survey from 21 students from 2009/10, and Fall 2010 graduating classes indicated that students believed that they did understand the core and concentration-specific competencies (core average of >3.5 out of 5.0 on a 5-point Likert scale, EOH: 3.58 out of 5, EAB: 3.79 out of 5, HCAP: 3.73 out of 5 and SBH: 4.5 out of 5). The dissemination of the exit survey and the internship survey allows us to assess our graduates' performance and ability to effectively perform the competencies in a practice setting. The alumni and employer survey allow us to assess performance after the completion of the program.

2.7(g) Assessment of the extent to which this criterion is met.

This criterion is met with commentary.

Strengths:

- Appropriate tools and metrics have been established to effectively evaluate student success.
- Students understand the core competencies when they graduate.
- Students perform well after graduation from the MPH program.

Weaknesses:

- The current HCAP comprehensive exams are not designed to test the MPH core competencies. They primarily test the HCAP specialty competencies. This exams need to be redesigned, so that it reflects the MPH core competencies.
- Prior to fall 2010, data were not available for several of the areas of concentration, however, this has been addressed.

⁵³ See Appendices 3-5 and 11 for these surveys

- The employer survey response rate has been low, as well as the contact information provided by students. We need to increase the employer survey response rate. We believe the key is to strengthen tracking new graduates particularly during the first year after their graduation. Obtaining graduates' permanent email addresses will be placed in a high priority in the last semester of students' study. Bi-annual school newsletters will be sent to alumni twice a year through emails, to keep them interested in the update of SCHS. Meanwhile, a survey about their current situation including employment status and employer's mailing addresses and emails will be included in the emails. Follow-up emails will be sent out if the surveys have not been received by SCHS. Second, once the alumni's employment statuses are gathered, the employer survey will be sent to their current employers through both emails and U.S. mail. Follow-up emails will be sent if the survey has not been sent back to SCHS.
- The MPH exit survey has a low response rate (mailed/emailed after graduation). The MPH exit survey will be changed from voluntary to mandatory by requiring the submission of the survey before graduation permission is granted. This will be combined with a self-evaluation of competencies and a faculty evaluation of competencies to ensure compliance. The survey would include information on employment status and contact information after graduation.

2.8 Academic Degrees. If the program also offers curricula for academic degrees, students pursuing them shall obtain a broad instruction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.

2.9 Doctoral Degrees. The program may offer doctoral degree programs, if consistent with its mission and resources.

2.9(a) Identification of all doctoral programs offered by the program, by degree and area of specialization. The instructional matrix may be referenced for this purpose.

The School of Community Health Sciences at UNLV is currently applying for accreditation for its Masters in Public Health Program only.

2.9(b) Data on the number of active students in each doctoral degree program as well as applications, acceptances, enrollments and graduates for the last three years.

This is not applicable.

2.9(c) Assessment of the extent to which this criterion is met.

This is not applicable.

2.10 Joint Degrees. If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is not applicable.

2.11 Distance Education or Executive Degree Programs. If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The program must have an ongoing program to evaluate the academic effectiveness of this format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

Although the MPH program does offer some classes through distance education, the MPH degree is not available entirely as an online/ distance education program. This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

3.1 Research. The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

3.1(a) A description of the program’s research activities, including policies, procedures and practices that support research and scholarly activities.

The mission of the SCHS and MPH Program is to advance the science of public health, improve the health and quality of life of people in our communities, and work to eliminate health disparities in Nevada, the nation and the world by providing quality education, research, service and leadership.

The research mission of the MPH program is aligned with the mission of UNLV.⁵⁴ UNLV is a research institution committed to rigorous educational programs. The university is ranked in the category of "high research activity" by the Carnegie Foundation for the Advancement of Teaching.⁵⁵ Research accomplishments are considered when hiring faculty members and when awarding tenure. The SCHS Bylaws state that potential faculty members should “[s]how a continuous record of satisfactory professional development as evidenced by involvement in research and/or other scholarly activities...” Awards and recognition are provided for outstanding research. Sabbatical leaves are also available for research and creative accomplishments.

The Division of Research and Graduate Studies⁵⁶ within UNLV promotes the performance of superior research and provides ethics guidelines. Research and Graduate Studies houses the Office of Research Integrity (ORI)⁵⁷. The ORI’s mission is to create and support an environment that promotes the ethical conduct of research while assisting researchers to comply with federal, state, NSHE and local regulations. The ORI also provides support for the responsible conduct of research, including the Institutional Review Boards for the evaluation of projects conducting research with human subjects.

Research and Graduate Studies also houses the Office of Sponsored Programs (OSP)⁵⁸. OSP serves as the principal point of contact for individuals seeking and/or managing external funding for research, scholarship, and creative activities. It acknowledges and supports the efforts of faculty in seeking and utilizing external funding on behalf of their own professional interests and on behalf of the university’s mission. OSP provides the following services:

- Search for funding sources for research and other sponsored activities
- Assistance with proposal budget development
- Review of sponsor guidelines

⁵⁴Mission of UNLV in pertinent part: “The University of Nevada, Las Vegas, is a research institution committed to rigorous educational programs and the highest standards of a liberal education. We produce accomplished graduates who are well prepared to enter the work force or to continue their education in graduate and professional programs ... Our commitment to our dynamic region and State centrally influences our research and educational programs, which improves our local communities. Our commitment to the national and international communities ensures that our research and educational programs engage both traditional and innovative areas of study and global concerns ...”

⁵⁵ <http://www.carnegiefoundation.org/>

⁵⁶ <http://research.unlv.edu/about/>

⁵⁷ <http://www.unlv.edu/research/integrity>

⁵⁸ <http://www.unlv.edu/research/osp>

- Review of proposal for conformance with sponsor, university and other requirements
- Electronic submission of proposals (as required)
- Award review and negotiation
- Establishment of award accounts
- Development and negotiation of sub-recipient agreements
- Monitoring of post-award activity (review of expenditures for conformance with sponsor, university and federal rules, regulations and laws)
- Development and provision of financial reports to sponsors
- Answer questions and provide assistance with post-award questions
- Submit invoices; collect sponsor funds
- Close out of completed projects
- Coordination of submission of invention, property, and other reports
- Coordination of audits
- Coordination of UNLV's Facilities & Administrative Rate proposal
- Work with other UNLV departments to create a customer-service driven research environment

To support research activities, UNLV faculty may request Extra Contractual/ Supplementary Compensation. Faculty may also buy out a portion of their academic year workload effort so that they may have more time to engage in research and creative activities.

3.1(b) A description of current community-based research activities and/or those undertaken in collaboration with health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

State AIDS Task Force and the Community Planning Group of Southern Nevada

Dr. Thompson-Robinson has been a contributor to the HIV/AIDS community in Las Vegas and Nevada since 2004. Dr. Thompson-Robinson serves as a member of the State AIDS Task Force and the Community Planning Group of Southern Nevada. Both of these organizations play vital roles in shaping HIV/AIDS treatment and prevention services, both locally and statewide. She lends her expertise in capacity building, health disparities, and HIV prevention among African-Americans to assist in development of legislation, interpretation of data and development of community plans.

Emerging Diseases Laboratory

Professors from the UNLV SCHS and clinicians from the University of Nevada School of Medicine have, under contract, formed a multi-disciplinary research team to develop and maintain pediatric surveillance programs for antibiotic-resistant microorganisms. In 2007, Drs. Buttner, Cruz, Stetzenbach, Cross and Ezeanolue, conducted a study to determine the rates of methicillin-resistant *Staphylococcus aureus* (MRSA) colonization in healthy pediatric populations in Nevada compared to national rates. In 2009, the team received funding from the State of Nevada to determine the incidence of MRSA colonization in newborns and to evaluate potential associations between maternal and neonatal colonization. MRSA, the "Superbug", has become an increasing cause of infections, accounting for prolonged hospital stays, poor clinical outcomes, and increased healthcare costs. The team is pursuing funding to identify local colonization rates and their relationship to clinical infections, and antibiotic resistance patterns.

Nevada Center for Environmental and Health Surveillance

The Nevada Center for Environmental Health Surveillance (NCEHS), which functions within the UNLV SCHS, was established in 2007 through a U.S. Department of Health and Human Services, Health Resources and Services Administration grant that has now ended. As a major environmental health surveillance organization, the NCEHS will provide the infrastructure for active, collaborative,

multidisciplinary research in six focus areas: (1) toxic substances; (2) injury prevention and control; (3) occupational and environmental health; (4) biostatistics; (5) epidemiology; and (6) health services research. The NCEHS will archive environmental health data, tracking chronic disease and identifying susceptible populations in Nevada. Also, the NCEHS compiled statistical information, providing information relevant to health and public health services, planning, financing, management, and policy issues.

Childhood Lead Poisoning Prevention Program

The main goal of the Childhood Lead Poisoning Prevention Program (CLPPP) is the establishment of a comprehensive, statewide screening, surveillance, and primary prevention outreach and education program to eliminate childhood lead poisoning in Nevada. Pursuant to a grant sub-award and working in conjunction with the Southern Nevada Health District (SNHD), Dr. Gerstenberger is assisting in the planning and implementation of the CLPPP over the next five years by developing environmental risk assessments and protocols appropriate for Nevadans, and managing a data tracking system.

National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK) Translational Research for the Prevention and Control of Diabetes

The UNLV American Indian Research and Education Center (AIREC) was awarded a 3-year planning grant from 2009-2012 to focus on a community-based, participatory, translational research study entitled "Life in BALANCE" (Balancing Actions, Lifestyle, Autonomy, Nutrition, Community, and Environment). This project will be a prelude to a large-scale, multi-site, cohort study of effective diabetes prevention among urban (non-reservation) American Indians/Alaska Natives. The mission of AIREC is to enhance the ability of tribes, the university community, and the general public to understand and address issues affecting American Indian populations.

Diabetes Based Science Education in Tribal Schools (DETS) Project

This K-12 curriculum was originally funded by a contract from the National Institute of Diabetes, Digestive and Kidney Disease (NIDDK), Indian Health Services Division of Diabetes Treatment and Prevention, Native Diabetes Wellness Program, Division of Diabetes Translation, Centers for Disease Control & Prevention, and is part of a national effort to decrease the incidence and improve the care of type 2 diabetes among American Indian/Alaska Natives.

Summer Institute

AIREC at UNLV has developed a Summer Institute program for American Indian college students from a grant that has now ended. The institute will introduce undergraduate level students from tribal colleges and universities to the field of public health. Through this two-week summer program, students will receive coursework and practical experience in building research competencies for public health with a particular focus on surveillance. The first institute was conducted in the summer of 2008. AIREC has applied for grants to fund more Summer Institute programs.

Obesity, Food Security, and Human Capital Among American Indians

This study is funded through a United States Department of Agriculture (USDA) grant. Project objectives are to describe and test hypotheses regarding the history and current use of commodities, how historical and current patterns of commodity food use affect food choices and food preferences; and on attitudinal and behavioral implications for health and food subsidy policies for American Indian populations.

The Center for Health Information and Analysis

The Center for Health Information and Analysis has a contractual agreement with the State Health Division's Bureau of Health Planning & Statistics. The Center for Health Data and Research team has worked closely with the state biostatistician to examine 40 state health databases for information on health disparities. This project involves a three-way partnership between the Center for Health Data and Research, the State Health Division, and the University of Nevada, Reno School of Community Health Sciences. Results from this partnership are published annually on their web site.

Clinic on Wheels

Clinic on Wheels is a non-profit organization in Las Vegas that provides basic healthcare in a mobile vehicle to poor and underserved populations. The Center for Health Disparities Research has helped the program develop an electronic data management system and is examining clinic information on health disparities among Nevada's growing Hispanic population.

The Nevada Cancer Institute

The Center for Health Disparities Research, described in section 1, has one of its fastest growing partnerships with the Nevada Cancer Institute (NCI). The Center for Health Disparities Research has worked with NCI on health literacy issues for minority cancer patients and on developing educational forums and pilot projects for chronic disease prevention among Hispanics.

Latinos Unidos Celebrando Salud (LUCES)

The Center for Health Disparities Research is working with LUCES to study diabetes knowledge, care and prevention among the Latino community in Southern Nevada.

The Southern Nevada Health District

The Center for Health Disparities Research is working with the SNHD to study chronic disease among racial and ethnic minorities in Nevada.

The Chronic Disease Program at the State Health Division

The Center for Health Disparities Research is working with the State to examine chronic disease data and develop strategies for improving access to and utilization of state chronic disease information.

State Injury Prevention Program

The State of Nevada is making important strides in addressing injury, particularly suicide prevention in the state. The Center for Health Disparities Research team has been invited to participate on two different committees looking at suicide and injury prevention. The Center for Health Disparities Research team will be partnering with the State Injury Prevention Team and the Indian Health Service to examine suicide problems and solutions among Nevada's Indian tribes. The team will also be working with the Clark County School District and the State Suicide Prevention Program to implement and evaluate a prevention program for at-risk youth.

HealthInsight

HealthInsight is a non-profit organization dedicated to improving healthcare systems in Nevada. The Center for Health Disparities Research is developing a partnership with HealthInsight who works with area physicians and clinics to improve competency to work with patients from diverse backgrounds and reduce health disparities.

Journal of Health Disparities Research and Practice

The Center for Health Disparities Research has established an on-line, journal entitled *Journal of Health Disparities Research and Practice* (M. Chino & M. Thompson-Robinson, Eds). This peer-

reviewed publication includes scholarly articles on all aspects of research, practice, and policy addressing health disparities. With an editorial board of nationally and internationally recognized experts in the field, the journal has already received national recognition. The journal is available at <http://web.unlv.edu/journals/chdr/>.

Ventanas de Salud

Through the Center for Health Disparities Research, this program provides health education and health access information to Hispanic immigrants. The program is currently developing a mechanism for brokering reduced-cost, language appropriate health services and resources for this population. This program is a partnership with the Mexican Consulate, the Hispanic media, Desert Springs Hospital and multiple community agencies and organizations.

Nevada Institute for Children's Research and Policy (NICRP)

The NICRP is a not-for-profit, non-partisan research center in the SCHS at UNLV, established in 1998. NICRP is an organization dedicated to advancing awareness and understanding of children's issues in Nevada. NICRP focuses primarily on issues relevant to children across the state, using data and research to develop appropriate policy recommendations and programming to advance children's causes. NICRP also conducts academic and community based research in order to guide program evaluation and development of programs and services in the community that serve children and their families. The mission of the NICRP is to conduct rigorous academic and community based research that will guide public policy and program development in an effort to enhance the lives of Nevada's children.

The NICRP conducts academic and community-based research in multiple areas affecting children and their families. In addition to having an interdisciplinary research staff, NICRP also collaborates with university faculty from a variety of disciplines as well as community partners to ensure that the research reflects the most current methods and will have the most beneficial impact on the community. NICRP's areas of research include:

- Child Welfare and Child Maltreatment
- Early Childhood Education/Child Care
- Evaluation Research
- Health— All areas of children's health
- Injury Prevention
- Juvenile Justice
- Mental Health
- Physical Fitness & Nutrition

The NICRP also provides a variety of services to both public and private agencies and organizations serving children in an effort to enhance the quality, availability and effectiveness of programs and services in Nevada. The services provided by NICRP include:

- Data Collection
- Data Analysis
- Program Evaluation
- Legislative Bill Tracking
- Legislative Briefing Book
- Policy Analysis & Briefs
- Technical Assistance
- Training

Sample Research and Service Projects:

- Assessing the Health Status of Children Entering Kindergarten in the Clark County School District since 2008.
- Performance Audit of Nevada’s Child Welfare Agencies
- Service Availability and Utilization for Pregnant and Parenting Teens in Las Vegas
- Study of the Health, Safety, Welfare and Civil and Other Rights of Children in Certain Government & Private Facilities in Nevada
- Study of the Mental Health Needs of Incarcerated Youth in Nevada
- Social Marketing Evaluation Tool and Desk Reference Guide
- NV Communities in Schools Program—Evaluation and Technical Assistance
- Every Child Matters in Nevada—Making Children’s Issues a Political Priority in Nevada
- Clark County Child Death Review—Data Management and Analysis and Team Coordination
- Garrett Lee Smith Suicide Prevention Program—Evaluation
- Clark County Smaller Learning Communities—Evaluation
- Social Marketing & Evaluation—Training

Interagency Monitoring Action Plan (I-MAP) on Invasive Quagga Mussels

Dr. Shawn Gerstenberger and Dr. David Wong have greatly contributed to an interagency monitoring action plan on invasive quagga mussels in the lower Colorado River. The spread of invasive quagga mussels can have a profound effect on human and ecosystem health: Quagga mussels are efficient ecosystem engineers that primarily influence the ecosystem by filtering large volumes of water and changing the benthic habitat. Economic impacts resulting from the mussel infestation of power plant water systems, infrastructures, and navigational devices, as well as economic impacts to protecting and maintaining drinking water treatment and recreational assets such as sports fisheries, are tremendous. Following the discovery of quagga mussels in Lake Mead (the source of Southern Nevada drinking water), a variety of agencies, including National Park Service Lake Mead National Recreational Area, Bureau of Reclamation, Southern Nevada Water Authority, Nevada Department of Wildlife, U.S. Fish and Wildlife, Clean Water Coalition, and U.S. Geological Survey have set up monitoring programs to evaluate and gain information to help minimize the impacts or potential impacts of quagga mussels to their facilities and lake ecology. The goal of this team is to develop a standardized, long-term, cost-effective, and consistent monitoring plan for quagga mussels in Lake Mead to inform various agencies of the needs and objectives outlined below, and to gain efficiencies from shared operations and information. The plan attempts to build upon current monitoring activities and capabilities, identifies the next steps that can occur within existing capabilities, and, finally, outlines gaps and areas of future need.

3.1(c) A list of current research activity of all primary and secondary faculty identified in 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. This data must be presented in table format and include at least the following: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based, and h) whether research provides for student involvement. Only research funding should be reported here; extramural funding for service or training grants should be reported elsewhere.

Table 3.1(c) Research Activity of Primary and Secondary Faculty from 2009-2012

Project Name	Principal Investigator & Department/ Concentration	Funding Source	Funding Period Start/End	Total Amount of Award	Amount in 2009	Amount in 2010	Amount in 2011	Community Based? Y/N	Student Participation Y/N and #
Clark County: Sample Analysis	Buttner Co-PI with Cruz/ EOH	Department of Homeland Security	1/10-6/12	\$1,283,944	\$233,597	\$497,255	\$553,122	N	N
Monitoring Airborne Bacteria	Buttner/ EOH	Private Industry	11/09-12/09	\$10,000	\$10,000			N	N
Prevalence of Methicillin-resistant <i>Staphylococcus aureus</i> (MRSA) in Pregnant Women and their Newborns in Las Vegas, Nevada	Buttner / EOH	Nevada State Health Division	7/1/08 - 6/30/09	\$96,084	\$96,084			Y	N
Description of bicycle rack usage on RTC buses	Bungum/ EAB	RTC	Jan – August 2011	\$25,000			\$25,000	Y	Y/10
Assessment of trail use in Clark County	Bungum/EAB	SNHD	Aug – Dec 2011	\$18,000			\$18,000	Y	Y/1
Ventanilla de Salud	Chino/ SBH	MexGov	07/10	\$45,000	\$15,000			Y	Y/ 3
Susan G. Komen Foundation	Chino/ SBH	SGK	08/10	\$42,000	\$21,000			Y	Y/ 3
Life in Balance	Chino/ SBH	NIH	09/11	\$440,000	\$220,000			Y	Y /5
Injury	Chino/ SBH	NVDoH	09/10	\$22,600	\$11,300			N	Y /2
Urban Indian Diabetes Prevention Planning Project	Chino Co-PI with Cross /EAB	National Institute of Diabetes and Digestive and Kidney Diseases	4/09-3/11	\$100,000	\$50,000			Y	Y/3
Life in BALANCE	Chino Co-PI with Dodge-Francis/SBH	National Institutes of Health (NIDDK)	4/09-5/11	\$440,000	\$200,000			Y	Y/3
Biosurveillance of a Highly Mobile Population	Cochran / HCAP	Department of Defense /Telemedicine & Advanced Technology Research Center	11/07 – Present	\$346,000	\$100,000			Yes, but for national purposes	Y/2

Project Name	Principal Investigator & Department/ Concentration	Funding Source	Funding Period Start/End	Total Amount of Award	Amount in 2009	Amount in 2010	Amount in 2011	Community Based? Y/N	Student Participation Y/N and #
Economic Effects of Implementation of Nevada Clean Indoor Air Act	York Co-PI with Cochran / HCAP	UNLV	7/08 - 6/10	\$50,000				Y	Y/ 3
Development of a comprehensive PCR methodology for the detection of fungal contaminants in spacecraft environments	Cruz/EOH	Nevada NASA Experimental Program to Stimulate Competitive Research (EPSCoR)	8/1/09 - 5/10	\$30,000	\$30,000			N	N
Safe Injection Practices Coalition-ELC Pilot Site: Evaluation of CDC's One and Only Campaign for Safe Injection Practices	Tanata (PI)/NICRP; Cruz (Collaborator)/ EOH	CDC and HonoReform thru Southern Nevada Health District	11/09- 6/10	\$190,560				Y	N
An investigation into the presence of cercarial dermatitis (swimmer's itch) in native fish-rearing backwaters of Lake Mohave, Arizona-Nevada, USA	Cruz Co-PI with Buttner / EOH	U.S. Bureau of Reclamation	03/11 - 02/14	\$59,555				N	Y / 1
Center for Disease Control and Prevention	Dodge-Francis/SBH	CDC-IPA	2008- 2012	\$116908	\$29227	\$29227	\$29227	Y	N
Limnological Assistance to the Lake Mead National Recreation Area	Gerstenberger/ EOH	National Park Service	2009	\$325,000	\$325,000			N	Y/3
Effectiveness of the Redear Sunfish on Controlling Quagga Mussels in Sweetwater Lake	Gerstenberger Co-PI with Wong/ EOH	Sweetwater Authority	11/09	\$5,184	\$5,184			N	Y/1
Childhood Lead Poisoning Prevention Program	Gerstenberger/EOH	Centers for Disease Control and Prevention	2006- 2011	\$296,000	\$96,000			Y	Y/10

Project Name	Principal Investigator & Department/ Concentration	Funding Source	Funding Period Start/End	Total Amount of Award	Amount in 2009	Amount in 2010	Amount in 2011	Community Based? Y/N	Student Participation Y/N and #
Using Pressurized Hot Water Spray to Kill Quagga Mussels on Watercraft and Equipment: Field Testing on the Effects of Water Temperature and Duration of Exposure	Gerstenberger Co-PI with Wong PI/EOH	Pacific States Marine Fisheries Commission	2010	\$66,372		\$66,372		Y	Y/1
Effectiveness of EarthTec®, an Algicide/Bactericide, on Killing Quagga Mussels and Preventing Their Colonization	Gerstenberger Co-PI with Wong-PI/EOH	Earth Science Laboratories	2010-2011	\$32,304		\$16,152	\$16,152	N	Y/1
Potential Impacts of Invasive Quagga Mussels on Striped Bass in Lake Mohave	Gerstenberger PI with Wong Co-PI/EOH	Nevada Department of Wildlife	2010-2013	\$40,000		\$6,000	\$,8000	N	Y/1
Using Pressurized Hot Water Spray to Kill and Remove Dreissenid Mussels on Watercraft: Field Testing on the Efficacy of Water Temperature, High Pressure, and Duration of Exposure	Gerstenberger Co-PI with Wong-PI/EOH	U.S. Fish and Wildlife Service	2010-2012	\$100,378		\$30,000	\$50,000	Y	Y/2
Develop Effective Decontamination Protocols for Wildland Firefighting Equipment Exposed to Quagga/Zebra Mussels: Testing the Efficacy of Quaternary Ammonium Compounds on Killing Dreissenid	Gerstenberger Co-PI with Wong PI/EOH	U.S. Fish and Wildlife Service	2010-2012	\$118,283		\$20,000	\$60,000	Y	Y/2

Project Name	Principal Investigator & Department/ Concentration	Funding Source	Funding Period Start/End	Total Amount of Award	Amount in 2009	Amount in 2010	Amount in 2011	Community Based? Y/N	Student Participation Y/N and #
Veligers and Adults									
Pollution and Natural Life History of Quagga Mussels (<i>Dreissena bugensis</i>) in Las Vegas Bay and Boulder Basin of Lake Mead	Gerstenberger PI with Wong Co-PI/EOH	National Park Service	2010-2012	\$114,366		\$30,000	\$40,000	N	Y/1
Sterile male release technique with irradiation as a potential novel method for attenuating invasive quagga mussels – A laboratory experiment	Gerstenberger PI with Wong Co-PI/EOH	Utah Department of Natural Resources	2011	\$3,541			\$3,541	N	N
Preventing quagga mussel colonization with minimum dose of EarthTec®	Gerstenberger Co-PI with Wong PI/EOH	Earth Science Laboratories	2011-2013	\$70,005			\$20,000	Y	Y/1
Bioassays and mitigation of invasive mussels in Clear Lake, California	Gerstenberger Co-PI with Wong PI/ EOH	County of Lake, California	2011-2012	\$21,452			\$15,000	Y	Y/1
Evaluation of control technology for invasive quagga mussels	Gerstenberger Co-PI with Wong PI/EOH	U.S. Geological Survey	2011-2016	\$40,012			\$10,000	N	N
Weatherization and Energy Efficiencies for Healthy Homes	Gerstenberger/EOH	City of North Las Vegas	2011				\$19,000	N	N
Fish Diets in Lake Mead, Nevada and Trophic Level Examination for Suspected Consumption of Quagga Mussels (<i>Dreissena bugensis</i>)	Gerstenberger Co-PI with Wong / EOH	Great Basin Cooperative Ecosystem Study Unit	11/08-12/09	\$33,591	\$30,591			Y	Y / 1

Project Name	Principal Investigator & Department/ Concentration	Funding Source	Funding Period Start/End	Total Amount of Award	Amount in 2009	Amount in 2010	Amount in 2011	Community Based? Y/N	Student Participation Y/N and #
Building Strategic Alliances for Healthy Housing Pilot	Moonie /EAB	CDC	5/09-5/11	\$208,000	\$208,000	\$108,000	\$0	Y	Y/5
Estrogen Effects After a Crush Muscle Injury and Acute Exposure to Hypobaric Hypoxia	St Pierre Schneider Co-PI with Moonie/ EAB	US Air Force	8/09-8/12	\$2,500,000	\$2,500,000	\$754,660	\$754,660	N	Y/4
Behavioral Risk Factor Surveillance System	Moonie/EAB Yang (UNR)	State of Nevada Department of Administration Purchasing Division	1/12- (Annual contract)	\$316,950	\$0	\$0	\$316,950	N	N
Healthy Homes and Lead Poisoning Prevention Program	Gerstenberger/EOH Moonie /EAB	Centers for Disease Control and Prevention	1/2011- 1/2013	\$1,775,091	\$0	\$591,697	\$591,697	Y	Y/6
Cancer In Nevada – report Award 1	Pinheiro/EAB	Nevada State Health Division	05/01- 6/29	\$15,109			\$15,109	N	Y/1
Cancer In Nevada – report Award 2	Pinheiro/EAB	Nevada State Health Division	8/1-12/15	\$12,671			\$12,671	N	Y/2
Testing A Post-Hire Communicative Competence Training Program for International Nurses	Yu Xu Co-PI with Shen / HCAP	The National Council of State Board of Nursing	07/08 – 06/10	\$296,000	\$136,000			Y	Y/4
The Economic Impact of Nevada’s Clean Indoor Air Act in Clark County	York Co-PI with Shen / HCAP	UNLV	07/08 – 06/10	\$36,140	\$18,070			Y	Y/3
Comparing Medication Errors between Internationally Educated Nurses and American Educated Nurses	Shen/HCA	The National Council of State Board of Nursing	09/11 – 08/13	\$299,721			\$74,930	Y	Y/1
Rape Prevention and Education Project	Thompson-Robinson/SBH	Nevada State Health Division	03/09- 01/10	\$152,000	\$152,000			N	Y/2
Madres e Hijas Juntas Por La Vida	Thompson-Robinson/SBH	Southern Nevada Affiliate of Susan G Komen Foundation	07/08- 06/09	\$35,305	\$18,305			Y	Y/2
Dando Fuerza a la Familia	Thompson-	Luz Development	07/08-	\$91,078	\$46,078			Y	Y/2

Project Name	Principal Investigator & Department/ Concentration	Funding Source	Funding Period Start/End	Total Amount of Award	Amount in 2009	Amount in 2010	Amount in 2011	Community Based? Y/N	Student Participation Y/N and #
	Robinson/ SBH	Coalition—State Prevention Infrastructure	06/09						
Southern Nevada Teen Pregnancy Prevention Project	Thompson-Robinson/SBH	Office of Adolescent Health/US Dept. of HHS	9/10-8/15	\$2.8 million		559,821	559,821	Y	Y/5

Note: Scott Abella is not in this chart because he just moved to the EOH department and his grants were not transferred over until late 2011, we will count him in 2012.

3.1(d) Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program’s performance against those measures for each of the last three years. For example, programs may track dollar amounts of research funding, significance of findings (eg, citation references), extent of research translation (eg, adoption by policy or statute), dissemination (eg, publications in peer-reviewed publications, presentations at professional meetings), and other indicators.

Table 3.1(d) Research Activity Targets and Outcomes

RESEARCH GOAL: Foster an environment that promotes and supports faculty and student researchers, in designing, implementing, interpreting and disseminating state-of-the-art applied, basic, interdisciplinary and community based research.

Objectives	Indicators	Target	2009/2010	2010/2011	2011/2012	Action, if necessary
1. Faculty will conduct basic, applied, and community based research that contributes to public health assessment, assurance, and policy development	Percentage of faculty serving as PI or co-PI on research grants	80%	65%	76.9%	81%	
	Percentage of faculty with peer-reviewed publications annually	100%	76%	100%	81%	
	Total number of SCHS peer-reviewed publications annually (as primary or co-author)	34	21	37	58	
	Percentage of research grants/projects that involve interdisciplinary research partnerships among faculty and professional staff within SCHS and UNLV, and other academic institutions.	80%	92%	79%	69%	
	Percentage of research grants/projects and/or publications that include contributions by community partners	80%	91%	84.6%	73%	
	Percentage of faculty that engage in community training, technical assistance and/or peer review of grant proposals and/or manuscripts	50%	24%	92.3%	81%	
	Percentage of faculty that participate in state, national, and international conferences and proceedings.	50%	72%	71%	88%	
2. MPH students will demonstrate public health research skills with multiple opportunities to apply these skills through hands on research projects and present research findings	Percentage of students that complete a thesis project (capstone) ⁵⁹	50%	48%	38%	33%	
	Percentage of students that complete a professional paper (capstone)	30%	21%	48%	30%	
	Percentage of students included in faculty research projects, as evidenced by authorship on abstracts, conference presentations, publications and/or participation in community service related to the research project	20%	23%	54%	53%	
	Percentage of students included in faculty research projects, as evidenced by a graduate assistantship	20%	7%	13%	12%	

⁵⁹ The HCA concentration has a capstone course with a comprehensive exam. Theses and professional papers are not required for the HCA concentration.

3.1(e) A description of student involvement in research.

Students with concentrations in Epidemiology and Biostatistics, Environmental and Occupational Health, and Social Behavioral Health are required to take an upper-division research course. Healthcare Administration and Policy students may take a research course as an elective. Research principles are also ingrained in the program curriculum. Although there is no requirement that students participate in any research projects beyond what is required in their classes, many students participate in additional research. Some student research is supported by graduate assistantships (GAs). GAs are either state or grant funded and provide for valuable, paid, hands-on experience. Other students may volunteer on research projects within the program or outside in the community. Students are involved in research primarily through funded grants with faculty, or through internships. Acquiring research experience is always encouraged. We track the research participation of our students outside of the program with self-reported questions through the MPH Accreditation Survey for the First Day of Class.

3.1(f) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- Research activities within the MPH program are consistent with UNLV's overall research mission
- Published results of research projects by members of the MPH faculty have documented implications for health status on a national scale (e.g. lead levels)
- The faculty members are actively involved in grant writing activities and have been successful in receiving external and internal funds
- Faculty members are involved in collaborative research work with colleagues within the MPH program as well as those community and professional individuals outside the school
- Four of the five research indicator targets for faculty research have been generally met or exceeded
- UNLV rewards significant research efforts within the parameters of established reassigned time guidelines.

Weaknesses:

- Efforts to expand local, regional, national and international research-based internship placement sites should be continued.
- Important faculty research positions were lost due to the State's recent and ongoing financial shortfalls.
- Due to state financial crisis, state-funded graduate assistantships for research were sharply reduced thus making it difficult to attain the desired target for students to have research assistantships.

3.2 Service. The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

3.2(a) A description of the program’s service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.

Please see Table 2.4(b) for a list of agencies with which the MPH program has contracts or agreements with.

Faculty are encouraged to be involved in the campus community and the local community. Faculty participate in departmental, school, college or university committees, and community activities that contribute to their professional development and advancement of public health practice. Faculty and professional staff are eligible for awards for excellence in teaching, research and creative activity, and service. The NSHE Code on Faculty Annual Evaluations I.a.8.1 states: “Each department or unit shall establish written guidelines, procedures and criteria for annual evaluation of faculty in scholarship, **service** and teaching or position effectiveness as appropriate. Guidelines shall include description of minimal duties, the failure to perform any of which shall be seen as nonfeasance of duty which will result in an unsatisfactory rating overall. These may include, but are not limited to, meeting classes regularly, preparation of current class materials, holding office hours, availability for university and **community service**, and progress in scholarly research or creative activity as required for the rank and academic field of the evaluatee.”

The UNLV Bylaws state on Professional Staff, Section 3.2 that: “Professional Staff members are encouraged to engage in professional service which may make them more effective in their positions within the university as long as such activities do not interfere with institutional responsibilities. Activities performed during scheduled work hours must have the approval of the Professional Staff member’s immediate supervisor.”

It is also outlined within the SCHS bylaws that service is encouraged and shall be considered for promotion and tenure.

All SCHS faculty currently serve on committees.

3.2(b) A list of the program’s current service activities, including identification of the community groups and nature of the activity, over the last three years.

Table 3.2(b) Service Activities of Primary and Secondary Faculty from 2009-2012

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
Abella	Strategic Environmental and Development	Department of Defense	Proposal reviewer	0	National	2009
	Professional Organization	Forest Ecology and Management	Editorial Board Member	0	National	2009-2012
	Scientific reviewer	Forest Ecology and Management, Environmental Management, Journal of Arid Environments, plus 10 more	Reviewer	0	National	2009-2012
	Annual Symposium	Lake Mead Science Symposium	Session Chair, Planning Committee	0	Local	2009, 2012
	Chuckwalla Valley solar energy projects	Chuckwalla Valley solar energy projects	Reviewer	0	Local	2010
	Panel	California Desert Renewable Energy Conservation Plan panel	Produced report	0	Local	2010
	Annual Meeting and Symposium	Desert Tortoise Council, Las Vegas, NV	Session Chair	0	Local	2011
	Annual Symposium	Clark County Multiple Species Habitat Conservation Plan Symposium	Invited Panelist	0	Local	2011
	Management Planning	The Nature Conservancy and the Bureau of Land Management District Office, St. George, UT	Provided perspective on conservation and resource management	0	National	2011
	Rapid Ecological Assessment	Mojave Basin and Range	Reviewer	0	Local	2012
	Science Strategy	Southern Nevada Agency Partnership	Reviewer	0	Local	2012
Bungum	Great Basin Public Health Leadership Institute	Great Basin Public Health Leadership Institute	Board Member	0	Regional	2009-2011
	Professional Association	American Public Health Association	Member	0	National	2009-2012
	Professional Association	American Alliance for Health, Physical Education, Recreation and Dance	Member and Committee member (Ethical Standards)	0	National	2009-2012

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
	Professional Association	American Public Health Association	Member	0	National	2009-2912
	Review of Manuscripts	American Journal of Preventive Medicine, Journal of School Health, American Journal of Health Behavior, Journal of Physical Activity and Health	Review Manuscripts	0	National	2009-2012
	Diabetes Prevention Program	YMCA	Community Advisory Board	0	Local	
Buttner	Professional Organization	American Society for Microbiology	Member	0	National	2009-2012
	Professional Organization	Association of Public Health Laboratories	Member	0	National	2010-2012
	Professional Organization	Nevada Public Health Association	Member	0	Local	2010-2012
	Professional Organization	American Society of Heating, Refrigeration and Air-Conditioning Engineers	Member	0	National	2009-2010
	Professional Organization	Indoor Air Quality Association	Member	0	Local	2009-2010
	Applied and Environmental Microbiology Journal	American Society for Microbiology	Editorial Board	0	National	2009-2012
	Ventilation for Acceptable Indoor Air Quality	American Society of Heating, Refrigeration and Air-Conditioning Engineers	Committee Member	0	National	2009-2012
	Indoor Environmental Standards Organization	Indoor Air Quality Association	Consensus Body Member	0	National	2009-2011
	Nevada Biomedical Student Pipeline Program	Nevada IDEa Network of Biomedical Research Excellence	Host	25	Local	2009
Chino	Indigenous Health Measurement Group	National Center for Health Statistics- Center for Disease Control	US Delegate to international group	0	National/World	2009-2012
	Professional Organization	American Indian Alliance (AIA)	Member	15	Local	2009-2012

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
	Professional Organization	American Public Health Association (APHA)	Member	2	National	2009-2012
	Graduate Council	Graduate Coordinating Council	Member/President Elect	0	Local	2009-2012
Cochran	Professional Organization	Nevada Public Health Association	Member/Past President	2	State	2009-2010
	Professional Organization	American College of Healthcare Executives	Member	20	National	2009-2012
	Professional Organization	Nevada Chapter American College of Healthcare Executives	Member	20	State	2009-2012
	Professional Organization	American Public Health Association	Member	0	National	2009-2010
	Public Employees Benefits Program Task Force	Nevada System of Higher Education	Member	1	State	2010-2012
	Professional Organization	Nevada Health Information Systems Society	Member	3	State	2010-2012
Cruz	Nevada Biomedical Student Pipeline Program	Nevada IDeA Network of Biomedical Research Excellence (INBRE)	Host	25	Local	2009
	Environmental Science and Technology Journal	ACS Publications	Ad hoc Reviewer	0	National	2009
	Applied and Environmental Microbiology Journal	American Society for Microbiology	Editorial Board	0	National	2009-2012
	Professional Organization	American Society for Microbiology	Member	0	National	2009-2012
	Professional Organization	Indoor Air Quality Association, Las Vegas Chapter	Member	0	Local	2009-2012
	Professional Organization	Nevada Public Health Association	Member	0	Local	2010-2012
	Professional Organization	Association of Public Health Laboratories	Member	0	National	2010-2012
	Coalition	Nevada Coalition for Safe Injection Practices	Member	0	State	2010-2012
	Committee	Institutional Biosafety Committee, University of Nevada, Las Vegas	Member	0	Local	2010-2012

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
	UNLV Summer Advanced Gifted Education (SAGE) Academy	Unstable Chemistry Course	Host	14	Local	2011
	Journal of Occupational & Environmental Hygiene	American Industrial Hygiene Association and American Conference of Governmental Industrial Hygienists	Ad hoc Reviewer	0	National	2012
Dodge-Francis	Diabetes Education in Tribal Schools (DETS)	NIH, CDC, Indian Health Service	Chair of the DETS committee	0	National	2009-2011
	Professional Organization	UNLV American Indian Alliance (AIA)	Member	15	Local	2009-2012
	National Diabetes Education Program/Operations Committee	National Institutes of Health & Center for Disease Control and Prevention	Member	0	National	2011-2012
	Professional Organization	American Evaluation Association	Member	0	National	2011-2012
	National Diabetes Education Program/Evaluation Committee	National Institutes of Health & Center for Disease Control and Prevention	Member	0	National	2011-2012
Gerstenberger	Committee	Mickey Leland Air Urban Air Toxics Committee	Member of Board of Directors; appointed by Senate Majority Leader Harry Reid	0	National	2009-2011
	Childhood Lead Poisoning Prevention Program	CDC/Southern Nevada Health District	Coordinate home visits for lead based paint and poisoned children	6	Local	2009-2012
	Professional Organization	North American Lake Management Society	Member	0	National	2009-2010
	Professional Organization	National Environmental Health Association	Member	0	National	2009
	Professional Organization	Nevada Public Health Association	Member	0	Local	2009-2012
	Scientific Review	Environmental Toxicology , Human and Ecological Risk Assessment	Scientific Reviewer	0	National	2009
	Scientific Review	Environmental Health Perspectives, Environmental Toxicology and Chemistry,	Scientific Reviewer	0	National	2009-2012

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
		Archives of Environmental Contamination and Toxicology				
	Scientific Review	Journal of Lake and Reservoir Management	Scientific Reviewer	0	International	2009-2010
	Scientific Review	Environmental Research	Scientific Reviewer	0	National	2010
	Scientific Review	Environmental Pollution	Scientific Reviewer	0	International	2010
	Annual Meeting or Symposium	Aquaculture 2010 Conference	Session Chair	4	Local	2010
	Rebuilding Together (Southern Nevada)	Rebuilding Together (Southern Nevada)	Member of Board of Directors	2	National	2011-2012
	Committee	St. Rose Hospitals, Community Health Advisory Committee	Member	0	Local	2011-2012
	Annual Meeting or Symposium	Lake Mead Science Symposium	Presenter	5	Local	2012
Ginn	Professional Organization	American College of Healthcare Executives	Reviewing Journal Articles	0	National	2009-2012
Liu	Professional Organization	Nevada Public Health Association (NPHA)	Member	0	Local	2011-2012
	Professional Organization	Gerontological Society of America (GSA)	Member	0	National	2011-2012
McNab	Reviewer of Professional Association's Refereed Journals	American Association for Health Education American School Health Association	Reviewing of Professional Journal Articles	0	National	2009-2011
	Council on Sexuality and Reproductive Health	American School Health Association	Advocates curricular needs of school health programs	0	National	2009-2011
	Council on School Health Instruction and Curriculum	American School Health Association	Advocates sexuality education for school health professionals	0	National	2009-2011
Moonie	Asthma Action Coalition	Asthma Action Coalition	Co-chair - to integrate activities with clinicians treating patients with asthma at free clinics for	0	Local	2009-2010

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
			homeless and uninsured children			
	Professional Organization	Nevada SAS Users Group	Co-chair	0	State	2010-2012
	Professional Organization	Nevada Public Health Association	Editorial board	0	State	2009-2012
	Professional Organization	American Statistical Association (ASA)	Member	0	National	2009-2012
	Professional Organization	NV- ASA	member	0	State	2009-2012
	Professional Organization	American Academy of Allergy, Asthma and Immunology	member	0	National	2009-2012
	Professional Organization	Association of Asthma Educators	member	0	National	2011-2012
	Professional Organization	Nevada State COPD coalition	member	0	State	2011-2012
	Scientific reviewer	Journal of school health	Reviewing of Professional Journal Articles	0	National	2009-2012
	Scientific reviewer	Journal of asthma allergy and immunology	Reviewing of Professional Journal Articles	0	National	2009-2012
	Scientific reviewer	Health reports	Reviewing of Professional Journal Articles	0	National	2009-2012
	Scientific reviewer	Pediatrics	Reviewing of Professional Journal Articles	0	National	2009-2012
	Scientific reviewer	Preventing chronic disease	Reviewing of Professional Journal Articles	0	National	2009-2012
Pinheiro	Professional Organization	North American Association of Central Cancer Registries (NAACCR)	Member	0	National	2009-2012
	Professional Organization	National Cancer Registrars Association (NCRA)	Member	0	National	2009-2012
	Professional Organization	Society for Epidemiologic Research	Member	0	National	2009-2012

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
	Professional Organization	Nevada Cancer Coalition	Pending Membership	0	Local	2009-2012
	Professional Organization	Nevada Public Health Association	Pending Membership	0	Local	2009-2012
	National Work Group on Cancer Survival	North American Association of Central Cancer Registries (NAACCR)	Member	0	National	2009-2012
	Professional Organization	DeltaOmegaChapter University of Miami	Member	10	Local	2009-2012
Regin	Professional Organization	Nevada Public Health Association	Member	0	Local	2009-2012
	Professional Organization	American Association for Health Education	Member	0	National	2009-2012
Shen	Professional Organization	AcademyHealth	Member	0	National	2009-2012
	Professional Organization	Association of University Programs in Health Administration (AUPHA)	Member, the John D. Thompson Prize for Young Investigators Selection Committee	0	National	2011-2012
	Professional Organization	Nevada Public Health Association	Board Member	0	Local	2009
	Professional Organization	The International Society on Hypertension in Blacks (ISHB)	Reviewer of Articles	0	National	2009-2012
	Health Economics Book Review	Oxford University Press	Book Reviewer	0	International	2011
	Professional Organization	Shanghai Association of Healthcare Administration	Editorial Board Member of the Official Journal – Chinese Journal of Health Resources	0	International	2011-2012
Thompson-Robinson	Professional Organization	American Public Health Association	Member	0	National	2009-2012
	2010 Academy For Health Equity Conference	Academy for Health Equity	Planning Committee Chair	0	National	2009-2010
	Professional Organization	Health Resource and Services Administration	Grant Reviewer	0	National	2011-2012
	Nevada Journal of Public	Nevada Public Health	Member of Editorial Board	0	Local	2009-2010

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
	Health	Association				
	Professional Organization	Public Health Reports	Manuscript Reviewer	0	National	2009-2010
	Diversity Committee	Southern Nevada Immunization Coalition	Member	0	Local	2009-2010
	Professional Organization	Academy for Health Equity	Member of Executive Committee	0	National	2009-2010
	Professional Organization	State AIDS Task Force	Member	0	Local	2009-2012
	Statewide HIV Prevention Planning Committee	Nevada State Health Division	Member	1	Local	2009-2012
	Community Planning Group of Southern Nevada	Southern Nevada Health District	Member	0	Local	2009-2012
	Professional Organization	Nevada Public Health Association	Member	0	Local	2009-2012
	Professional Organization	Nevada Public Health Association	President-Elect	0	Local	2010
	Professional Organization	Nevada Public Health Association	President	0	Local	2011
	Las Vegas Host Committee for the US Conference on AIDS	National Minority AIDS Council	Co-Chair	0	National/International	2011-2012
Wong	Southern Nevada Chapter annual conference	Statistical Analysis Software User Group	Coordinator for the annual conference	3	Local	2009-2010
	Public Health chapter Meeting and Activities	Nevada Public Health Association	Secretary/Member	0	Local	2010
	Invasive Species Workshop/Conference	National Shellfisheries Association	Session Chair for the annual conference	2	National	2009-2012
	Algal bloom in Lake Mead	Algae Task Force Committee	Member/Quarterly Meeting	0	Local	2010
	Interagency Monitoring Action Plan (I-MAP)	Interagency Quagga Mussel Monitoring Committee	Member/Principal Technical Advisor	12	Local	2009-2012
	Building a Standard Boat Decontamination Protocol	Western Regional Panel on Aquatic Nuisance Species	Member/ Technical Advisor	2	National	2010-2012
	Scientific Editor	Aquatic Invasions	Associate Editor	0	National	2010-2002
	Scientific Editor	BioInvasions Records	Associate Editor	0	National	2012

Faculty Name	Project Name	Organization	Type of Activity/ Level of Involvement	No. of Students	Local or National	Years
	Scientific Review	Aquatic Invasions	Reviewer	0	National	2010-2012
	Scientific Review	Aquatic Biosystems	Reviewer	0	National	2012
	Scientific Review	Water Research	Reviewer	0	National	2011
	Scientific Review	Biofouling	Reviewer	0	National	2011
	Scientific Review	Lake and Reservoir Management	Reviewer	0	National	2010

3.2(c) Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program’s performance against those measures for each of the last three years.

Table 3.2(c) Service Activity Targets and Goals						
SERVICE GOAL: Initiate and foster community collaboration with public entities, private partners, and the media to support existing community activities, integrate new knowledge into community health planning, and build awareness and appreciation of the role and responsibility of public health in our community.						
Objectives	Indicators	Target	2009/2010	2010/2011	2011/2012	Action, if necessary
1. Faculty and students will work with community partners in research and related activities, to create a multi-dimensional knowledge exchange	Percentage of faculty that conduct community presentations and activities	60%	74%	85.7%	81.3%	
	Percentage of faculty or staff who serve on at least one local health-related committee, community group or council	60%	71%	71.4%	68.8%	
	Percentage of faculty or staff serving on at least one regional, state, national, or international health-related committee, organization or council	60%	59%	78.6%	75%	
	Percentage of student internship agreements that include community service	75%	100%	100%	100%	
2. Faculty will work closely with UNLV public relations, public media and other public entities to disseminate timely information about public health issues and projects	Number of local, state, national media stories about SCHS community activities identified per year ⁶⁰	12 per year	60	100	54	

⁶⁰ This is the number of unique stories identified. Some stories are picked up by the Associated Press, which would push the annual number into the hundreds (includes print, television, radio and internet).

3.2(d) A description of student involvement in service.

Students are encouraged to engage in service activities within the program and outside of the classroom. In addition, most internship locations include a service component. The exit survey that will be distributed every semester includes several service component questions so that we can receive feedback regarding students' participation in outside service activities, and their satisfaction with service opportunities.

3.2(e) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The service commitment by faculty members in the MPH program is consistent with the UNLV guidelines for service commitment.
- Faculty members are actively involved in service outreach projects (e.g. Indian Health Service) that benefit the state, region, and nation.
- Students within the graduate program are encouraged to participate in service activities that will enhance their professional reputations and provide benefits to the local and regional communities.
- Through high profile collaborative work with numerous state and local agencies, the MPH program faculty members' reputation among state and local health-related agencies continues to grow.
- Student activities (e.g. internship opportunities) are expanding the positive reputation of the MPH program and SCHS to new populations.
- The MPH program has strong representation in service activities throughout the state / region.

Weaknesses:

- The current proactive approach to increase the awareness of work being done by faculty and students in the MPH program through university media strategies should be expanded.
- Additional strategies (e.g. organized student volunteer groups) to engage students in public health projects should be considered.
- Efforts to expand local, regional, national and international service-based internship placement sites should be continued.

3.3 Workforce development. The program shall engage in activities that support the professional development of the public health workforce.

The MPH offered through the School of Community Health Sciences is relatively new. Strategic plans of community engagement must be followed in order for the overall program to be successful. Involvement in continuing education activities, while important, is a delayed priority and will be addressed in the coming years. However, continuing education-related activities have taken place and are summarized below.

3.3(a) A description of the program's continuing education activities, including policies, needs assessment, procedures, practices, and evaluation that support continuing education and workforce development strategies.

Continuing education is encouraged for faculty and staff. Dr. Michelle Chino works with the California-Nevada Public Health Training Center (CA-NV PHTC), a regional center developed by three California Schools of Public Health and the SCHS and funded through the US Health Resources and Services Administration (HRSA). The CA-NV PHTC provides free mini-series training sessions to students, staff and faculty.⁶¹ In addition, CA-NV PHTC works with the MPH program to provide on-line tutorials, webinars and in-person training to faculty and staff. The CA-NC PHTC also provides paid student internships and faculty-student-community partner collaborative project support.

Healthy Homes Training

The UNLV Department of Environmental and Occupational Health is one of the newest training facilities for the National Center for Healthy Housing. The training is focused on developing a workforce that understands the connection between health and housing. Most importantly the course is designed to integrate a holistic approach to identifying and resolving problems, which threaten the health and well-being of residents. Since beginning the training in February 2010 the EOH training center has offered the Healthy Homes Specialist Course, credentialed by the National Environmental Health Association, to over 100 non-profit organizations, public health and housing officials.

Nevada State Health Division Skill Development Survey

The purpose of this study by former MPH student Michelle Sotero in 2009 was to examine perceptions of skill gaps and the likelihood of training participation in the *Core Competencies for Public Health* among employees in a state public health agency. Respondents perceived that workforce skill gaps existed primarily within the domains of Communication Skills, Leadership Skills and Analytical Skills. Overall, respondents were most likely to participate in training in the domain of Leadership Skills and least likely to participate in training in the domain of Analytical Skills. Training preferences varied by occupational category and management status. Results of this study indicate that training participation is strongly influenced by job function and interest in career advancement. Measuring only self-assessed need or proficiency in the universal set of core public health competencies may not provide an accurate means on which to identify skill gaps or employees' willingness to participate in such training.⁶²

3.3(b) Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

This is not applicable to this MPH Program.

⁶¹ <http://www.ca-nvpublichealthtraining.org/>

⁶² See Appendix 50 for a copy of the Nevada State Health Division Workforce survey.

3.3(c) A list of the continuing education programs offered by the program, including number of students served, for each of the last three years. Those that are offered in a distance learning format should be identified.

The “Essentials for Healthy Homes Practitioners” Training course is intended for those individuals who visit homes to provide health or inspection services of any type, and will help participants understand the connection between health and housing, and how to take a holistic approach to both identification and resolution of problem areas which threaten the health and well-being of residents.

The training complements hazard-specific training in lead-based paint, radon, mold, pests, and asbestos. It identifies root cause of health problems in a home and links them to seven principles of healthy housing: keep it dry; keep it clean; keep it pest-free; keep it ventilated; keep it safe; keep it contaminant-free; and maintain the house. Course participants will have a better understanding of how to collaborate to make healthy homes a reality in their community.

Additionally, at the end of the course, the *Healthy Homes Specialist* certification test will be administered. This credential is certified through the National Center for Healthy Homes (NCHH) and National Environmental Health Association (NEHA), and is designed for health and housing professionals in the public, private, and nonprofit sectors. Additionally, Continuing Education Units (CEUs) will be made available through accrediting organizations. Trainers are evaluated at the end of each course by all participants.

	# of courses	# of participants in each course
2010	3	29
		54
		32
2011	2	7
		18
2012	3	26
		32
		20
		4

3.3(d) A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.

Please review the opening paragraph to this section (3.3)

3.3(e) Assessment of the extent to which this criterion is met.

This criterion is met with commentary.

Strengths:

- UNLV has a continuing education program and resources that can be utilized to supplement the graduate program.
- The necessary “ground work” to establish a “market” for continuing education activities is currently being established.

- Select grant activities currently in place that include continuing education-related strategies (e.g. Healthy Homes Training). These activities can act as internal “pilot projects for continuing education” for the School of Community Health Sciences as its faculty members explore the most effective ways to implement more structured / systematic continuing education activities and policies.

Weaknesses:

- No academic-based certificate programs exist in the school. Only one certificate program currently exist which is tied directly to a grant (i.e. Essentials for Healthy Homes Practitioners). As of this writing, there have been only limited discussions about creating one / some such academic certificate programs among a few members of the School of Community Health Sciences faculty.
- The number of faculty members within the MPH program is 17. We have one open position. Faculty teaching workload varies with percentage of salary paid by the state. Five faculty who receive less than 100% salary (Drs. Abella and Wong receive 0%, Drs. Cruz, Buttner and Dodge-Francis receive 50%). In addition, not all 17 are tenured and therefore must focus on activities and projects (e.g. grants and scholarly writing) that are rewarded at UNLV with a positive tenure decision. Faculty members who pursue continuing education activities do not receive equal credit for their efforts as compared to the same amount of effort directed toward scholarship.

4.0 FACULTY, STAFF AND STUDENTS

4.1 Faculty Qualifications. The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the program's mission, goals and objectives.

4.1(a) A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format and include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification, e) gender, f) race, g) graduate degrees earned, h) discipline in which degrees were earned, j) current teaching areas, k) current research interests, and l) current and past public health practice activities.

The UNLV MPH program currently has seventeen primary faculty who support this program. Eleven of the seventeen are tenured (one more effective July 2012). Five are on a tenure track and one is on a research track. All have received advanced degrees in a field of public health including epidemiology, environmental health, health policy, health education, health promotion, community health, anthropology and toxicology. Their research covers a wide array of areas ranging from epidemiology, children's health, cancer surveillance, environmental microbiology, pollution ecology, health services research, health information technology, long term care and health economics. The racial background of our faculty is very diverse including African American, American Indian or Alaska Native, Asian or Pacific Islander, Caucasian and Hispanic.

Table 4.1(a) Primary Faculty Supporting the MPH Program

Name	Academic Rank	Tenure Status	% Time	Sex	Race †	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Areas	Research Interests	Current/Past PH Activities**
Epidemiology and Biostatistics											
Timothy Bungum	Associate Professor	Tenured	100	M	C	Dr.PH M.S.	University of South Carolina, Columbia, SC University of South Carolina, Columbia, SC	Public Health Exercise Science	Epidemiology, Health promotion, Obesity epidemiology	Epidemiology Exercise behavior Psychosocial and environmental determinants of physical activity and pedestrian safety	
Sheniz Moonie	Associate Professor	Tenured	100	F	C	Ph.D. M.S.	Saint Louis University, Saint Louis, MO California State Polytechnic University, Pomona, CA	Public Health Studies Biological Sciences	Chronic disease epidemiology, Survey sampling, Applied linear models for public health, Biostatistical methods for health sciences, Multivariate methods	Children’s health and pediatric asthma, Clinical management, environmental triggers and academic outcomes among school aged children, Chronic disease, Health disparities, Disease surveillance	
Paulo Pinheiro	Assistant Professor	Tenure Track	100	M	H	Ph.D. M.S. M.D.	University of Miami, Miami, FL University of Rotterdam, the Netherlands University of Coimbra, Portugal	Epidemiology Epidemiology Medicine	Epidemiology, Cancer epidemiology	Cancer surveillance, Pediatric cancer, Health disparities, Cancer in ethnic and racial minorities, Cancer survival, Hispanics and cancer	

Name	Academic Rank	Tenure Status	% Time	Sex	Race †	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Areas	Research Interests	Current/ Past PH Activities**
Environmental and Occupational Health											
Scott Abella	Associate Research Professor	Non-tenure track	100	M	C	Ph.D. M.S.	Northern Arizona University Clemson University	Forest Science Forest Resources	Ecology, Land use management, Restoration ecology	Applied ecological research informing conservation, management, desert ecology, forest ecology, ecological restoration and revegetation, plant ecology, and fire ecology, focused on community and landscape scales	
Mark Buttner	Associate Professor	Tenure Track	100	M	C	Ph. D. M.S.	University of Nevada, Reno, NV University of Nevada, Las Vegas, NV	Environmental Science and Health Biology	Environmental health, Infectious diseases, Technical writing	Environmental microbiology, Bio-aerosols and indoor air quality, Antibiotic-resistant microorganisms	
Patricia Cruz	Associate Professor	Tenure Track	100	F	H	Ph.D. M.S.	University of Nevada, Reno, NV University of Central Florida, Orlando, FL	Environmental Science and Health Microbiology	Food safety and public health, Environmental health, Diseases that changed the world	Public health microbiology, Indoor mold contamination and detection of oral pathogens	
Shawn Gerstenberger	Executive Associate Dean/	Tenured	100	M	C	Ph.D.	University of Illinois, Champaign, IL	Toxicology	Environmental toxicology, Environmental	Childhood lead poisoning, Invasive aquatic	EPA Certified Lead Risk

Name	Academic Rank	Tenure Status	% Time	Sex	Race †	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Areas	Research Interests	Current/ Past PH Activities**
	Chair/ Professor					M.S.	University of Illinois, Champaign, IL	Toxicology	health, Children's health	species	Assessor Liaison, Center for Lake Superior Environmental Studies, University of Wisconsin-Superior
David Wong	Associate Professor in Residence	A-type Contract	100	M	API	Ph.D. M.S.	City University, Hong Kong Ocean University of Qingdao, China	Ecology Fisheries	Environmental health, Environmental science and technology, Biological invasions, Ecological modeling	Pollution ecology, Invasive biology	
Healthcare Administration and Policy											
Chris Cochran	Associate Professor/ Chair HCAP	Tenured	50	M	C	Ph.D. M.P.A.	University of South Carolina, Columbia, SC University of South Carolina, Columbia, SC	Public Health Public Administration	U.S. healthcare systems, Epidemiological concepts in healthcare administration Management of health services organizations, Health planning and marketing, Health politics and policy	Healthcare services to the poor and medically underserved, Quality improvement in public agencies, Relationship marketing, Smoking policy, Biosurveillance of visitors to resort areas	

Name	Academic Rank	Tenure Status	% Time	Sex	Race †	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Areas	Research Interests	Current/ Past PH Activities**
Gregory Ginn	Associate Professor	Tenured	50	M	C	Ph.D. M.B.A. M.Ed. B.A.	University of Texas at Austin, Austin, TX University of Texas at Austin, Austin, TX University of Texas at Austin, Austin, TX University of Texas at Austin, Austin, TX	Management Accounting Vocational Rehabilitation Counseling Latin	Healthcare finance, Strategic management, Operations management, Human resources management	Community orientation, Electronic health records, Health promotion	
Darren Liu	Assistant Professor	Tenure Track	50	M	API	Dr.P.H. M.S. M.H.A	University of Pittsburgh, Pittsburgh, PA University of Pittsburgh, Pittsburgh, PA China Medical University, Taiwan	Behavioral & Community Health Sciences Biostatistics Health Services Administration	Health services research methods, Health care management, Long-term care	Long-term care, Health information technology, Nursing home quality	
Jay Shen	Professor	Tenured	50	M	API	Ph.D.	Virginia Commonwealth University, Richmond, VA	Health Services Organization and Research	Health services research methods, U.S. Healthcare system and	Racial disparities in health and health care, Access to care, Health insurance and health care, Health	

Name	Academic Rank	Tenure Status	% Time	Sex	Race †	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Areas	Research Interests	Current/ Past PH Activities**
						M.S.	Harvard University, Cambridge, MA	Health Policy and Management (concentration in Health Economics)	policy, Health economics, Management of health information systems	economics, Health and healthcare disparities, Health information technology, International health	
						B.S.	Nanjing University, China	Computer Science			
Social and Behavioral Health											
Michelle Chino	Associate Professor	Tenured	100	F	AI/AN	Ph.D.	The University of New Mexico, Albuquerque, NM	Anthropology	Research methods, Social epidemiology, Injury prevention, Social justice, Evolutionary ecology	Indigenous health, Injury prevention, Social justice, Evolutionary ecology	
						M.S.	The University of New Mexico, Albuquerque, NM	Anthropology	Injury epidemiology, Environmental justice, Fundamentals of public health		
Carolee Dodge-Francis	Assistant Professor	Tenure Track	100	F	AI/AN	Ed.D.	University of St. Thomas, Saint Paul, MN	Educational Leadership	Health promotion, Qualitative research methods	American Indian/Alaska Native health and education issues, Qualitative research methods, Community-based participatory research methods, Culturally-based health	
						M.A.	University of St. Thomas, Saint Paul, MN	Community Education/ Allied Health			

Name	Academic Rank	Tenure Status	% Time	Sex	Race †	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Areas	Research Interests	Current/ Past PH Activities**
										programming and evaluation	
Warren McNab	Professor	Tenured	50	M	C	Ph.D.	Southern Illinois University, Carbondale, IL	Health Education	Health promotion (Social behavioral emphasis), Health education	Sex education, Adolescent health	
						M.S.	Minnesota State University, Mankato, MN	Health Education			
Charles Regin	Assistant Professor	Tenured	50	M	C	Ph.D.	Southern Illinois University, Carbondale, IL	Health Education	Advanced topics in health education, Social behavioral health	Wellness, Stress management, Humor, Program planning	
						M.S.	University of Wisconsin, La Crosse, WI	Health Education			
Melva Thompson-Robinson	Associate Professor	Tenured	100	F	AA	Dr.P.H.	University of South Carolina-Columbia, SC	Health Promotion and Education	Program planning, Grant writing in health promotion, Health program evaluation, Racial ethnic disparities	High risk sex behaviors and cultural influences, HIV prevention, Health disparities	
						M.S.P.E.	Ohio University, Athens, OH	Sports Physiology and Adult Fitness			

* Classification of faculty may differ from school to school, but may refer to teaching, research, service faculty or tenured, tenure-track, non-tenure-track faculty or alternative appointment categories used by the school

**Only populate for individuals with experiences outside the usual expected realm of activity for a faculty member, e.g., former health department director, former CDC center director, etc.

†Race-ethnicity:AA=African-American, AI/AN=American Indian or Alaska Native, API=Asian or Pacific Islander, C=Caucasian, H=Hispanic

4.1(b) If the program uses other faculty in its teaching programs (adjunct, part-time, secondary appointments, etc), summary data on their qualifications should be provided in table format and include at least a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to teaching program, e) gender, f) race, g) graduate degrees earned, h) disciplines in which degrees were earned, and i) contributions to the teaching program.

The UNLV MPH program utilizes part-time teaching faculty to expound on the expertise required to provide a well-rounded educational and mentoring experience. Each of these faculty are qualified individuals with the educational and professional experience appropriate for the courses being taught. They represent public health and healthcare professions in each of the four specialization areas. Because of their contacts within their professions, they are also critical components to providing mentoring and experiential needs, including internships, to students. While UNLV the faculty focus on instruction in the core courses, the skills provided by the part-time teaching faculty meet the needs of specialized concentration areas. Table 4.1.b. provides a summary of the courses and qualifications of each of these part-time faculty.

Department/ Specialty Area	Name	Title/Academic Rank (Associate Professor, Assistant Prof, etc. ...)	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity †	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Epidemiology and Biostatistics	Chad Cross	Associate Graduate Faculty and Part-time Instructor (until July 2011)	Principal Ecologist & Statistician, SWCA Environmental Consultants, LLC	.16	M	C	Ph.D. M.S. M.S.	Ecological sciences – Statistics Mathematics - Computational & applied Counseling	Ethics
	Charles Davis	Part-time Instructor	President and Principal Statistician, Environmetrics & Statistics Limited (EnviroStat)	.16	M	C	Ph.D. M.A.	Statistics Mathematics and Statistics	Biostatistics
	Brian Labus	Part-time Instructor	Senior Epidemiologist, Southern Nevada Health District Office of Epidemiology	.16	M	C	M.P.H.	Public Health, Infectious in Biology	Epidemiology of infectious diseases, Public health surveillance
	Yingru Li	Part-time Instructor	Graduate Research Assistant, University of Utah, Salt Lake City, UT	.16	F	API	Ph.D. M.A.	Geography Geographical information systems	Geographical information systems
Healthcare Administration and Policy	J. Craig Bailey	Part-time instructor	Chief Operating Officer, Boulder City Hospital, Boulder City, NV	.16	M	C	M.B.A. M.S.	 Kinesiology	Healthcare administration and policy internships
	Larry Hurst	Part-time instructor	Director of Government Relations,	.16	M	C	M.P.A.	Public Administration	Health policy, managed care

			Anthem Blue Cross Blue Shield						
	Jeffrey Klein	Part-time instructor	President & CEO, Nevada Senior Services, Inc., Las Vegas, NV, President & CEO, Klein Associates & Altila Group, Las Vegas, NV	.16	M	C	M.B.A.	Business Administration	Long-term care services
	Glen Stevens	Part-time Instructor	Associate General Counsel, United Healthcare Nevada	.16	M	C	J.D.		representation of healthcare facilities, integrated delivery systems
	Michelle Sotero	Part-time Instructor	Southern Nevada Health District	.32	F	C	M.P.H.	Public Health	Human resources management
Social and Behavioral Health	Mackenzie Burns	Part-time Instructor	Graduate Research Assistant, University of Nevada Las Vegas	.32	F	C	M.P.H.	Public Health	Health studies on dangerous drugs
	Courtney Coughenour	Part-time Instructor	Graduate Research Assistant, University of Nevada Las Vegas	.16	F	C	M.P.H.	Public Health	Health studies on dangerous drugs
	Murlynn Lee	Part-time Instructor	Graduate Research Assistant, University of Nevada Las Vegas	.32	F	AI/AN	M.P.H.	Public Health	Fundamentals of public health/ Education for sexuality

	Amanda Morgan	Part-time instructor	Event Director, Erotic Heritage Museum	.64	F	C	DHS (Doctor of Human Sexuality) M.P.H.	Human Sexuality Public Health	Education for sexuality
--	---------------	----------------------	--	-----	---	---	---	----------------------------------	-------------------------

†Race-ethnicity:AA=African-American, AI/AN=American Indian or Alaska Native, API=Asian or Pacific Islander, C=Caucasian, H=Hispanic

4.1(c) Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program.

The MPH program does not have appointment tracks for practitioners. The program integrates professional issues and health practice perspectives into the classroom experience. Faculty invite health professionals from the community as guest lecturers. In addition, current issues are incorporated into lesson plans and critical classroom discussions. Faculty attend local and national conferences and stay current with the latest public health research and developments, and expose students to that information as part of the learning experience.

4.1(d) Identification of outcome measures by which the program may judge the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

We have been using several outcome measures to assess the qualifications of the faculty members of the program. For example, faculty members submit their workload reports to their department chair annually. The chair evaluates each faculty member in three key areas: **teaching, research and service**, providing written evaluations for each area. The chair then ranks them as unsatisfactory, satisfactory, commendable or excellent. Untenured faculty are ranked in each of the three areas, while tenured faculty receive one overall rank. The chair meets with each faculty member individually to discuss his/her progress. At that time, the faculty member is able to agree or disagree with the evaluation, and provide rationale for why s/he should be ranked differently if s/he so desires. A mid-tenure review is also completed at year three, and tenure decisions are made at year six. In order to receive tenure, faculty must be “excellent” in either research or teaching, and at a minimum satisfactory in service. Three years of consecutive unsatisfactory evaluations will result in the termination of the tenured faculty member. Below is a chart that shows the rankings for our core faculty for the past three years.

Non-Tenured Faculty Members		2009	2010	2011
Teaching	Excellent	0	1	1
	Commendable	3	4	4
	Satisfactory	3	0	1
	Unsatisfactory	0	0	0
Research	Excellent	2	1	2
	Commendable	1	4	3
	Satisfactory	3	0	1
	Unsatisfactory	0	0	0
Service	Excellent	0	0	0
	Commendable	1	2	5
	Satisfactory	5	3	1
	Unsatisfactory	0	0	0
Tenured Faculty Members				
Teaching, Research and Service	Satisfactory	7	11	8
	Unsatisfactory	0	0	0

Table 4.1(d) 2. Outcome Measures to Assess Qualifications of Faculty Members*				
	Target	2009	2010	2011
Percent of faculty attaining tenure and promotion	100%	1 of 1	1 of 1	NA
Number of current basic applied and community-based research projects by core faculty members	17	27	21	32
Number of successful grant applications by core faculty members	17	18	16	31
Number of unique articles published as a primary or co-author in a peer-reviewed journal by core faculty members	34	21	37	33
Number of presentations, posters or talks at regional, national or international meetings/conferences by core faculty members	17	40	44	34

*This table is calculated by calendar year, not academic year

4.1(e) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The MPH program has a diverse, dedicated, productive faculty and professional staff
- Part-time faculty have expertise in their teaching fields (see Table 4.1b)
- Candidates for part-time instructors are thoroughly evaluated to assure that they meet the needs of the program

Weaknesses:

- The UNLV MPH program faces challenges due to Nevada's financial crisis.
- Three tenured faculty retired unexpectedly with the implementation of the Voluntary Separation Incentive Program. Two new faculty members have been hired. One position is still open.

4.2 Faculty Policies and Procedures. The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

4.2(a) A faculty handbook or other written document that outlines faculty rules and regulations.

The 2010-2011 edition of the UNLV Faculty Handbook outlines the rules and regulations that govern the faculty, in addition to listing campus services that are offered to faculty. A hard copy will be available in the on-site file.

4.2(b) Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

UNLV offers various types of support and services to faculty members that address professional and recreational needs. Support includes funding to attend conferences, travel expenses, financial advisement, staff development training, a fully equipped gym and counseling services.

Continuing education is encouraged for faculty members. Funds are available every semester to assist faculty in expanding their public health knowledge base and sharing their research with others throughout Nevada and across the country. Since the founding of the SCHS in 2004, faculty have attended numerous public health conferences. These conferences keep the members of our program informed of recent developments within the public health community, allow the SCHS to disseminate the knowledge it has accumulated with other like-minded individuals, and provide opportunities for faculty members to preside over sessions.

The following is a list of continuing education activities faculty have participated in since 2004. Several of the annual conferences are attended by SCHS representatives every year.

- Academy of Health Annual Research Meeting.
- Air Quality Management Division: Asthma Impacts of Air Pollution International Conference
- American Alliance of Health, Physical Education, Recreation and Dance
- American Association of Health Education
- American Evaluation Association Conference
- American Psychological Association Conference
- American Public Health Association Meeting
- American School of Health National Convention
- American Society for Business and Behavioral Sciences Convention
- American Society for Microbiology
- Annual Education Conference of the National Environmental Health Association
- Association of University Programs in Health Administration Meeting
- Council of State and Territorial Epidemiologists
- Gerontological Society of America Meeting
- Nevada Public Health Association Conference
- Public Health and Human Rights Meeting and Expo
- Society for Public Health Education Midyear Scientific Conference
- The Meeting of the American Medical Women's Association
- University of Michigan, Summer Session in Epidemiology

4.2(c) Description of formal procedures for evaluating faculty competence and performance.

Policies for promotion and tenure are located in the Nevada System of Higher Education (NSHE) Code, Title 2, Chapter 3. The handbook describing NSHE code has been provided by The Board of Regents to govern documents and policies for the Nevada System of Higher Education. As identified in Subsection 3.2.1, academic faculty eligible for appointment with tenure must serve in a probationary period in a member institution before receiving such an appointment. Except for specific exceptions, the total probationary period for all academic faculty eligible for such appointment shall not exceed seven years of uninterrupted full-time employment in Ranks I through IV.

At the discretion of the Board of Regents, an academic faculty member may be exempt from the requirement of serving a probationary period and tenure shall be awarded on a case-by-case basis in negotiation with the president or the president's designee.

The president of the institution, without seeking Board of Regents' approval, may grant tenure upon hire to an academic faculty member who at the time of hire holds tenure at another institution.

The president of the institution, without seeking Board of Regents' approval, may grant tenure upon hire to an academic faculty member who at the time of hire holds tenure at another institution.

The consideration of a recommendation for appointment of an academic faculty member with tenure must include the application of the three standards and the ratings described below, which are applied in consideration of the conditions for appointment with tenure stated in Subsection 3.1.2 of the NSHE Code. The burden of demonstrating that these standards have been met lies with the applicant for appointment with tenure.

In standards one and two, an academic faculty member being recommended for appointment with tenure must receive an "excellent" rating in one of these standards and no less than a "satisfactory" rating in the other.

1. Standard One: Teaching/Performance of Assigned Duties

Either of the following:

- If applying for tenure as a university instructor, a record of effectiveness as a teacher including, but not limited to, demonstrated teaching competence and efficiency in a classroom, laboratory, and/or clinical setting, the ability to communicate effectively with students and demonstrated skill in handling classroom and other duties related to teaching. (Such a record may include, for example, a showing of the ability to impart knowledge, to excite students' interest in the subject matter, to evoke response in students and to demonstrate competence in advising students.) Rev. 234 (03/10) Title 2, Chapter 3, Page 6
- If applying for tenure as a member of the academic faculty whose role does not include instruction, a record of effectiveness, efficiency and ability to perform assigned duties.

2. Standard Two: Scholarly and Creative Activity

Demonstrated continuing professional growth related to the academic faculty member's discipline or program area as shown by a record of scholarly research or creative activity resulting in publication or comparable productivity.

3. Standard Three: Service

In addition to standards one and two, an academic faculty member being recommended for appointment with tenure must receive a "satisfactory" rating or better in the area of service, which may include, but not be limited to:

1. Membership and participation in professional organizations;

2. Ability to work with the faculty and students of the member institution in the best interests of the academic community and the people it serves, and to the extent that the job performance of the academic faculty member's administrative unit may not be otherwise adversely affected;
3. Service on university or System committees;
4. Recognition among colleagues for possessing integrity and the capacity for further significant intellectual and professional achievement; and
5. Recognition and respect outside the System community for participation in activities that use the faculty member's knowledge and expertise or further the mission of the institution, or that provide an opportunity for professional growth through interaction with industry, business, government, and other institutions of our society, within the state, the nation or the world.

Evaluations

Faculty shall be evaluated in writing at least once annually by department chairs, supervisors or heads of administrative units. The performance evaluations of executive and supervisory faculty shall include consultation with the professional and classified staff of the administrative unit.

Procedures

All performance evaluations of untenured faculty shall include a rating of (i) "excellent," (ii) "commendable," (iii) "satisfactory," or (iv) "unsatisfactory." All performance evaluations of tenured faculty shall include a rating of (i) "excellent," (ii) "commendable," (iii) "satisfactory," or (iv) "unsatisfactory" unless institutional bylaws require a rating of only (i) "satisfactory" or (ii) "unsatisfactory." The areas of evaluation and procedures for evaluation of academic faculty and administrative faculty shall be established in Board policies and institutional bylaws. All performance evaluations shall include a narrative addressing each area of performance, and at least every three years a narrative addressing progress toward tenure and/or promotion, if applicable. The three year narrative progress assessment shall be prepared in consultation with the appropriate tenure review committee or promotion committee, if any. Evaluations of instructional faculty shall include an assessment incorporating teaching evaluations completed by their students.

Review of Evaluations

Each institution and the System Office shall adopt, in their respective bylaws, a procedure for review of a faculty member's adverse annual evaluation rating, as provided in Section 5.16 of the NSHE Code. Academic and administrative faculty who disagree with the supervisor's evaluation may submit a written rejoinder, as provided for in the BOR Handbook Title 4, Ch. 3, Sec. 4(5).

Annual Performance Evaluation of Tenured Faculty

It is the policy of this System to expect the continued commitment of its faculty to excellence after the granting of appointments with tenure. Under this policy, tenured faculty will be encouraged to realize the academic community's expectations to such excellence in their future services and performances. This policy shall be taken into consideration in the annual performance evaluation of tenured faculty, as provided in Section 5.11 of the Nevada System of Higher Education Code.

Evaluation Procedure

(a) If the annual performance evaluations provided for in Section 5.11 of the NSHE Code result in a tenured faculty member receiving an overall unsatisfactory rating for two consecutive years, a hearing shall be held for the purpose of determining if the tenured faculty member should be retained in employment.

(b) An overall "unsatisfactory" rating in two consecutive annual performance evaluations as provided in this section shall be cause for termination of employment. Hearings to consider

terminations initiated by this section shall be held by a special hearing officer and special hearing committee under Section 6.12 of the NSHE Code. All other provisions of Chapter 6 of the NSHE Code should be followed to the extent applicable. Notwithstanding the provisions of Subsections 6.12.4, 6.13.1 and 6.14.2 of the NSHE Code, the only option for recommendations or decisions upon the completion of the hearing or appeal process is the continuation or termination of employment of the tenured faculty member. If, after the hearing or appeal process is completed, the decision is made to continue the tenured faculty member's employment, the annual performance evaluations which initiated the hearing shall be revised to eliminate the unsatisfactory ratings. The burden of demonstrating that termination of employment should occur lies with the administrative authorities of the System institution.

(c) The provisions of this section shall not apply to administrators who hold tenure as academic faculty members at the universities as long as they continue as administrators. Only the performance of such administrators of their assigned administrative duties shall be evaluated under Section 5.11 of the NSHE Code. Commencing five years after such administrators are discontinued as administrators, the provisions of this section shall be applied to them as tenured faculty members.

(d) After the completion of the annual performance evaluations provided for in Section 5.11 of the NSHE Code, the presidents shall submit an annual report to the Board of Regents detailing the process and outcomes of the annual performance evaluations.

4.2(d) Description of the processes used for student course evaluation and evaluation of teaching effectiveness.

See 1.2(a), instructor evaluations. Please see Appendix 1.

4.2(e) Description of the emphasis given to community service activities in the promotion and tenure process.

Service is one of three standards that must be considered in the promotion and tenure process. The applicant must receive a rating of "excellent" in any two of the three categories, and no less than "satisfactory" for the third. See section 4.2(a) for more detail.

4.2 (f) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- Every student is given the opportunity to evaluate the courses.
- Faculty are provided with evaluation summaries in a timely manner and are encouraged by their supervisors to improve the quality of their teaching annually.

Weaknesses:

- Online course evaluation response rates need to be improved.
- The entire online course evaluation process needs to be improved. We are in process of changing it to be consistent with the live course evaluation format.

4.3 Faculty and Staff Diversity. The program shall recruit, retain and promote a diverse faculty and staff, shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

4.3(a) Summary demographic data on the program’s faculty, showing at least gender and ethnicity; faculty numbers should be consistent with those shown in the table in 4.1.a. Data must be presented in table format.

Table 4.3(a). Summary Demographic Data for Current Core and Other Faculty						
	Core Faculty		Other Faculty		TOTAL	
	#	%	#	%	#	%
# % Male	12	70.6	7	54	19	63.5
# % African American Male						
# % Caucasian Male	8	47.1	7	54	15	50
# % Hispanic/Latino Male	1	5.9			1	3
# % Asian/Pacific Islander Male	3	17.6			3	10.5
# % Native American/Alaska Native Male						
# % Unknown/Other Male						
# % Female	5	29.4	6	46	11	36.5
# % African American Female	1	5.9			1	3
# % Caucasian Female	1	5.9	4	30	5	17
# % Hispanic/Latino Female	1	5.9			1	3
# % Asian/Pacific Islander Female			1	8	1	3
# % Native American/Alaska Native Female	2	11.7	1	8	3	10.5
# % Unknown/Other Female						
TOTAL	17		13		30	100

# % International Male	4	23.5	0	0	4	13
# % International Female	0	0	1	8	1	3

Table 4.3(a) 2. Comparison of SCHS Faculty with State and Nation population in terms of Race and Ethnicity (2010-2011)			
	SCHS Faculty	Nevada	Nation
African American	3.0%	7.7%	12.2%
Caucasian	67.0%	54.5%	63.7%
Hispanic/Latino	6.0%	26.5%	16.3%
Asian/Pacific Islander	13.5%	7.7%	6.9%
American Indian/Alaska Native	10.5%	0.9%	0.7%
Multiracial	-	3.1%	2.1%

4.3(b) Summary demographic data on the program’s staff, showing at least gender and ethnicity. Data must be presented in table format.

Table 4.3.b. Summary Demographic Data for Full-Time Staff*		
	Full-Time Staff	%
# % Male	0	0
# % African American	0	0
# % Caucasian	0	0
# % Hispanic/Latino	0	0
# % Asian/Pacific Islander	0	0
# % Native American/Alaska Native	0	0
# % Unknown/Other	0	0
# % International	0	0
# % Female	5	100
# % African American	0	0
# % Caucasian	3	60
# % Hispanic/Latino	1	20
# % Asian/Pacific Islander	1	20
# % Native American/Alaska Native	0	0
# % Unknown/Other	0	0
# % International	0	0
TOTAL	5	100

* Staff is defined as those individuals not defined as students or faculty

4.3(c) Description of policies and procedures regarding the program’s commitment to providing equitable opportunities without regard to age, gender, race, disability, sexual orientation, religion or national origin.

The MPH program adheres to the UNLV policy for promoting diversity and inclusion. Established in 2007, through campus- and community-based advocacy, the Office of the Vice President for Diversity and Inclusion is responsible for the oversight of campus-wide diversity efforts for students, faculty, and staff at all levels of education and employment. These efforts extend off-campus into the greater Las Vegas area, for the broad array of community-based university stakeholders.

Diversity at the UNLV is conceptualized as a “community responsibility,” therefore our diversity efforts are deliberately expansive. They include, but are not limited to, examinations of race; color; ethnicity; hearing ability; geographic origin; immigration status; language; socioeconomic class; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, and psychological ability; Veteran’s status; age and generation; religious, spiritual, faith-based, and secular belief; physical appearance; environmental concern; political affiliation; and, the exercise of rights secured by the First Amendment of the Constitution of the United States.

With a Carnegie ranking of “high research,” diversity and excellence at UNLV are integrally linked—each *requiring* the other. Accordingly, the Office of the Vice President for Diversity and Inclusion works to ensure that educational and employment equity exists for all of its constituents through the provision of a dynamic range of outstanding access, support, development, research, and entrepreneurial initiatives. Research on the educational benefits of diversity shows that *all* students who are educated in robustly diverse scholastic settings do better academically, are more likely to graduate in four years, and, upon

graduation, are hired first, promoted faster, and earn more money sooner than peers who attend more racially and ethnically homogenous institutions.

Beyond the current economically driven diversity imperative, there exists a more far-reaching ethically driven one. By actively creating and sustaining a welcoming and affirming campus climate, we not only equip all members of the UNLV campus community—especially our students—to compete in society the way it is currently set up, but to change the world for the benefit of all. It is toward this end in particular that the work of the Office of the Vice President for Diversity and Inclusion is dedicated.

4.3(d) Description of recruitment and retention efforts used to attract and retain a diverse faculty and staff, along with information about how these efforts are evaluated and refined over time.

Given the diversity of UNLV’s student population, this is considered a priority among faculty and administration. The Vice President for Diversity Initiatives performs an audit of the current department faculty before a new hire is approved.

4.3(e) Description of efforts, other than recruitment and retention of core faculty, through which the program seeks to establish and maintain an environment that supports diversity.

Diversity efforts within the school are supported through university channels. In addition, the school has created various centers for research and instruction (e.g., Nevada Institute for Children’s Research & Policy, Center for Health Disparities Research, American Indian Research & Education Center), as well as journal of health disparities research, and Nevada Public Health Association journal (<http://www.nphaonline.org/journal.html>) founded by our MPH faculty. Faculty and students are encouraged to participate.

4.3(f) Identification of outcome measures by which the program may evaluate its success in achieving a diverse faculty and staff, along with data regarding the performance of the program against those measures for each of the last three years.

We have a diverse faculty , of the 17 core faculty members, 9 are Caucasian (53%) and 8 are minority (47%). Five core faculty members are women (29%).

4.3(g) Assessment of the extent to which this criterion is met.

This criterion is met.

Strengths:

- The university, the SCHS and the MPH program are committed to advancing diversity.
- The SCHS has a very diverse faculty that reflects the population of the surrounding community.

Weakness:

- The MPH program needs more diverse faculty (especially Hispanic and African American) to reflect the population of Nevada.

4.4 Student Recruitment and Admissions. The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

4.4 (a) Description of the program's recruitment policies and procedures

The program's primary recruiting is done by the university. However, the SCHS maintains a highly visible website and participates in Facebook and Twitter for the purpose of recruiting students. Faculty participation outreach with community based organizations and in national meetings also serves as an effective recruitment tool.

4.4(b) Statement of admissions policies and procedures.

Recruitment and admissions are guided by the NSHE Code, which states in Title four Chapter eight: "The NSHE is guided by the principle that there shall be no difference in the treatment of persons because of race, religion, color, age, sex, disability, or national origin, and that equal opportunity and access to facilities shall be available to all. This principle is applicable to every member of the NSHE community, both students and employed personnel at every level, and to all units, facilities, and services of the Nevada System of Higher Education." In addition, the employees of UNLV are tasked with diversifying the UNLV population and establishing social justice "by actively taking measures to ensure that the growing population of minority groups, women and other protected classes are prepared to participate fully in the life of our state and our nation. At the very least, this requires that the Board, its officers and employees take active steps to recruit and retain students from these groups in the postsecondary educational programs of the NSHE."

In order to comply with these rules of inclusion, an Equity, Diversity and Inclusion Council (EDIC) was established to "review, evaluate, and, as needed, Formulate additional proposed NSHE equity, diversity, and inclusion goals, policies, practices and ... leadership in best practices."

In addition to the requirements of the UNLV Graduate College, the requirements for admission set by the SCHS are as follows⁶³:

- Hold a bachelor's degree or recognized equivalent from a regionally-accredited institution and have adequate preparation in the biological, physical, or social sciences
- A minimum, cumulative grade point average of 3.0 on a 4.0 scale
- A minimum score of 550 on the written or 213 on the computerized Test of English as a Foreign Language (TOEFL) or 85 on the Michigan Test for applicants whose native language is not English
- Three (3) letters of recommendation
- A personal essay describing what you perceive to be pressing public health issues, why a career in the field appeals to the prospective student, and how it will use the student's strengths and commitment
- Resume with cover letter
- Official copies of all transcripts sent to the Graduate College
- Unofficial copies of all transcripts to SCHS
- Voted in Spring 2012 to use GRE scores beginning Fall 2012

⁶³ Admissions requirements can be found at http://publichealth.unlv.edu/MPH._admissions.html.

4.4(c) Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.

The program of public health most recently revised its program in the spring of 2010, with the new program requirements becoming effective for the entering class of fall 2010. Specific program requirements are posted on the SCHS website.⁶⁴ The program also has brochures with brief descriptions of each concentration (Appendix 49). The official UNLV catalog is updated biennially. As a result of our recent modifications, the university catalog does not yet include the current requirements. However, students can refer to the SCHS's website, the student handbook and their advisors for the most current information.

4.4(d) Quantitative information on the number of applicants, acceptances and enrollment, by specialty area, for each of the last three years. Data must be presented in table format.

The UNLV MPH Program enrolls master students by four predetermined concentrations.

		Academic Year 2009-2010	Academic Year 2010-2011	Academic Year 2011-2012
Environmental and Occupational Health	Applied	13	9	13
	Accepted	7	7	9
	Enrolled	7	7	9
Epidemiology and Biostatistics	Applied	14	16	16
	Accepted	11	9	14
	Enrolled	11	9	14
Social and Behavioral Health	Applied	20	20	13
	Accepted	7	20	12
	Enrolled	7	20	10
Healthcare Administration and Policy	Applied	9	11	5
	Accepted	5	8	3
	Enrolled	5	8	3
Undeclared/ Unknown	Applied	13	12	17
	Accepted	13	4	10
	Enrolled	11	4	5

⁶⁴http://publichealth.unlv.edu/MPH_about.html

4.4(e) Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time-equivalent conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format.

Table 4.4(e) Students Enrolled in Each Degree Program by Area of Specialization, 2009-2012

	Academic Year 2009-2010			Academic Year 2010-2011			Academic Year 2011-2012		
	HC FT	HC PT	FTE	HC FT	HC PT	FTE	HC FT	HC PT	FTE
MPH/ Environmental and Occupational Health	9	17	13	10	14	13.75	11	11	9.54
MPH/ Epidemiology and Biostatistics	17	26	23.54	14	28	19.41	13	29	16.75
MPH/ Social Behavioral Health	5	13	8.38	8	18	11.88	10	19	11.5
MPH/ Healthcare Administration and Policy	3	9	5.63	8	10	8.38	3	7	4.13
Undeclared/ Unknown	1	4	1.88	2	2	1.38	0	2	0.50

HC = Head Count
FTE = Full-time equivalent

FT = Full- time Students (9 credit units or more per semester)
PT = Part-time Students (8 credit units or less per semester)

4.4(f) Identification of outcome measures by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.

The MPH program has a well-defined admissions procedure and attracts and admits academically qualified students. The UNLV MPH program relies primarily on university resources for student recruitment; however, the program has taken the initiative in promoting itself though regularly updating its website and identifying its research projects, working with community and state organizations and making courses more attractive by offering classes online. The program has also increased its admission standards to help attract a better student body. Despite the current negative economic climate affecting the state of Nevada, the program continues to attract students. The cutting of university funded graduate assistantships may present difficulties in maintaining the attraction of higher quality candidates, although this problem is likely affecting most universities across the country. The program continues to be productive in obtaining research funding that allows it to offer GAs to qualified students. The program must improve its alumni monitoring to determine the success graduates are having in finding careers or obtaining job growth as a result of their degrees.

Outcome Measure	Target	2009-2010	2010-2011	2011-2012	Action
Admitted students will have an undergraduate GPA of at least 3.0	90%	70%	68%	84%	
Admitted students will have a combined GRE score above the 50 th percentile	80%				Begins Fall 2012

4.4(g) Assessment of the extent to which this criterion is met.

This criterion is met with commentary.

Strengths:

- We currently collect or have a system in place to collect all required data. We have four active areas of concentration and students are matriculating into all four areas.
- Admission requirements of both UNLV and the MPH Program policies are clearly defined and are provided in a variety of media for prospective students. Specific requirements regarding, GPA, GRE and TOEFL must be met by students.
- Students are evaluated according to their submitted cover letter, CV or resume and recommendations based on their leadership potential and public health experience.
- We have just developed a system for collecting accurate data by area of concentration. See MPH Accreditation Information Survey for the First Day of Class, Appendix 7.
- We have increased the standards for enrollment and students admitted for the Spring 2012 semester had an average GPA of 3.3/4.0

Weaknesses:

- We need to improve our alumni monitoring and job placement abilities.

4.5 Student Diversity. Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or natural origin.

4.5(a) Description of policies, procedures and plans to achieve a diverse student population.

The MPH Program follows the university policies, procedures and plans to achieve a diverse student population.

UNLV, along with other research-intensive public universities in the United States, recognizes that a student body that is diverse with respect to race, ethnicity, socioeconomic class background, and geography, among other dimensions of cultural difference, benefits and enriches the educational experiences of all students, faculty, and staff. Accordingly, UNLV strives to recruit students who will further enrich this diversity and to support their academic and personal success while they are a part of our campus community. The presence and achievement of racial and ethnic minority students at UNLV not only benefits these students individually, it enhances the educational and interpersonal experiences of everyone in our campus community. UNLV actively encourages applicants whose racial and ethnic backgrounds are underrepresented in higher education in Nevada, who are first-generation college students, and those with demonstrated financial need.

UNLV is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, marital status, pregnancy, veteran status, or political affiliation — except where sex, age, or ability represent bona fide educational or employment qualifications or where marital or veteran status are statutorily defined eligibility criteria for federal or state benefit programs. Further, the university seeks to promote campus diversity by enrolling and employing a larger number of minorities and women where these groups have historically been and continue to be under-represented within the university in relation to availability and may extend preference in initial employment to such individuals among substantially equally qualified candidates, as well as to veterans, Nevada residents, and current state employees seeking promotion.

This affirmation is published in accordance with 41 CFR 60 and is in keeping with Title VII & Title IX of the Civil Rights Act of 1964, as amended; Executive Order 11246; the Rehabilitation Act of 1973; the Vietnam Era Veterans' Readjustment Assistance Act of 1974; the Civil Rights Restoration Act of 1988; Nevada Revised Statutes; and the Code and Policies of the Board of Regents of the Nevada System of Higher Education.

To ensure that equal educational and employment opportunity exists throughout the university, a results-oriented equal opportunity/affirmative action program has been implemented to overcome the effects of past discrimination and to eliminate any artificial barriers to educational or employment opportunities for all qualified individuals that may exist in any of our programs. The university aims to achieve, within all areas of the university community, a diverse student body, faculty, and staff capable of providing for excellence in the education of its students and for the enrichment of the university community.

UNLV reaffirms its commitment to equality of educational and employment opportunity in its relationships with all members of the university community and its commitment to the elimination of any documented historical and continuing underutilization of women and minorities among the student body or employee complement. UNLV is committed to this program and is aware that with its

implementation, positive benefits will be received from the greater utilization and development of previously underutilized human resources.

UNLV also offers students a wide variety of programs and services for admitted students that enhance their campus diversity experience such as diversity activities and International Education Week. Students Organizing Diversity Activities (SODA) is the student programming board housed in the Office of Civic Engagement and Diversity. Please visit the multicultural programs website for more information at <http://getinvolved.unlv.edu/multicultural/>.

4.5(b) Description of recruitment efforts used to attract a diverse student body, along with information about how these efforts are evaluated and refined over time.

SCHS has very limited resources for recruitment. Our main recruitment tool is our website. The website states that SCHS' mission includes reducing health disparities. Also, there is a printable listing of academic and research faculty with their photos, research interests, current projects and recent publications. This list also includes our two research units that work on minority health issues, the American Indian Research and Education Center and the Center for Health Disparities Research. The directors of these units, Dr. Carolee Dodge-Francis and Dr. Melva Thompson-Robinson work hard to recruit underrepresented minority students to the MPH program. We believe that our diverse faculty will attract a diverse applicant pool to the MPH program. The number of SCHS faculty addressing health disparities in their research may also attract ethnic and racial minority students.

Presently SCHS is working with the UNLV Office of Diversity Initiatives to educate Latino/Hispanic community leaders about SCHS' new undergraduate program in public health. We are trying to develop a Latino/Hispanic cohort for this degree program. If this is successful it will improve the funnel process to the MPH degree program.

4.5(c) Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, for each of the last three years. Data must be presented in table format.

Table 4.5(c) 1, 2, 3 show demographic characteristics of students in past three years. Data are displayed in terms of number of students applied, accepted, and enrolled. A summarized data are also presented for each year in the bottom row. Table 4.5(c) 4 provides a comparison of the MPH student population with the State, as well as the national population in terms of diversity of race and ethnicity. Table 4.5(c) 5 describes the number and proportion of international students

		2009-2010		2010-2011		2011-2012	
		M	F	M	F	M	F
Black/African American	Applied	1	4	7	11	4	10
	Accepted	0	1	2	5	1	3
	Enrolled***	0	1	2	5	1	3
Caucasian	Applied	3	7	8	12	6	23
	Accepted	2	5	4	8	1	16
	Enrolled	2	5	4	8	1	16
Hispanic/Latino	Applied	0	0	0	1	0	1
	Accepted	0	0	0	0	0	1
	Enrolled	0	0	0	0	0	1
Asian Pacific Islander	Applied	5	8	4	8	1	10
	Accepted	3	7	4	3	0	1
	Enrolled	3	7	4	3	0	1
American Indian/Alaska Native	Applied	0	0	0	0	0	2
	Accepted	0	0	0	0	0	1
	Enrolled	0	0	0	0	0	1
Multiracial**	Applied	1	4	2	4	7	4
	Accepted	0	1	1	4	5	4
	Enrolled	0	1	1	4	4	4
Unknown/Other	Applied	3	0	0	2	1	3
	Accepted	0	0	0	0	0	1
	Enrolled	0	0	0	0	0	0
TOTAL	Applied	13	24	21	38	19	52
	Accepted	5	14	11	20	8	27
	Enrolled	5	14	11	20	6	26

*Students are not required to report these data. Over 20% of our students choose to not report it.

**Students who identified with more than one race/ethnicity were counted as Multi. Table 4.5(c)2 is a frequency distribution of the races/ethnicities that students checked; the numbers are larger in Table 4.5(c)1 because students self- identify with multiple categories.

Table 4.5.(c)2 Frequency distribution of races/ethnicities in “Multiracial” category from 2009-2012

		2009-2010		2010-2011		2011-2012	
		M	F	M	F	M	F
African American	Applied		3	1	1		1
	Accepted		0	1	1		1
	Enrolled		0	1	1		0
Caucasian	Applied	1	1		2	7	6
	Accepted	0	1		2	5	5
	Enrolled	0	1		2	4	3
Hispanic/Latino	Applied			2	3	6	4
	Accepted			1	3	4	3
	Enrolled			1	3	3	3
Asian Pacific Islander	Applied	1	1	1	2		1
	Accepted	0	1	0	2		1
	Enrolled	0	1	0	2		0
American Indian/Alaska Native	Applied		3			1	2
	Accepted		0			1	2
	Enrolled		0			1	2
Unknown/Other	Applied						
	Accepted						
	Enrolled						

Table 4.5.(c)3 International Students from 2009-2012

		2009-2010		2010-2011		2011-2012	
		M	F	M	F	M	F
International	Applied						
	Accepted	2	1	3	0	3	4
	Enrolled	2	1	3	0	3	4

Table 4.5.(c).4 Comparison of SCHS MPH Student Population with State and National Population in terms of Race and Ethnicity (2009-2012)

	Enrolled Students	Nevada	Nation
African American	12.7%	7.7%	12.2%
Caucasian	41.8%	54.5%	63.7%
Hispanic/Latino	9.0%	26.5%	16.3%
Asian/Pacific Islander	25.4%	7.7%	6.9%
American Indian/Alaska Native	3.0%	0.9%	0.7%
Multiracial/Other	8.2%	3.1%	2.1%

4.5(d) Identification of measures by which the program may evaluate its success in achieving a demographically diverse student body, along with data regarding the program’s performance against these measures for each of the last three years.

The faculty and staff of our school are committed to the recruitment and retention of a diverse student body. We believe this is reflected in the diversity of student’s that are current enrolled in our program. However, given the baseline data presented in Table4.5(c).4 our goal is to continue to increase the diversity of our student body. Specifically, one of our major goals over the next three years is to

increase the number of Hispanic/Latino students enrolled in the program to be at or approaching the National average of 16.3%.

4.5(e) Assessment of the extent to which this criterion is met.

This criterion is met

Strengths:

- The current student body (as reflected in the 80% of students who choose to report race/ethnicity) mirrors or exceeds Asian/Pacific Islander and African American population in the state.
- The school's awareness of the population disparities in the program is enhanced through its work with the Center for Health Disparities Research and the Journal of Health Disparities Research and Practice, as well as offering courses in social epidemiology and health disparities.

Weaknesses:

- Lack of success in attracting Latino/Hispanic applicants in sufficient numbers to reflect Nevada's population. In Nevada this is at least in part a funnel problem. Hispanic students have the lowest high school graduation rate of any ethnic/racial population group. There is a serious deficit in the number of Hispanic/Latino applicants for UNLV undergraduate degree programs compared to population numbers. In southern Nevada, the Hispanic/Latino population is estimated to be about 30% and Hispanic/Latino children represent 50% of population under age 18.

4.6 Advising and career counseling. There shall be available a clearly explained and accessible academic advising system for all students, as well as readily available career placement advice.

4.6(a) Description of the advising and career counseling services, including sample orientation materials such as student handbooks.

All students are assigned an individual academic advisor when they matriculate. The academic advisors are faculty within the MPH program, and as such are familiar with the program and understand the needs of the students. Students are encouraged to speak with their advisors at least every semester, and all advisors have an open-door policy. Advisors provide guidance on class schedules, choosing a specialty, professional goals, paper topics, etc. Students may change their academic advisor by filling out the Change of Advisory Committee form (Appendix 24). The MPH program does not provide career counseling, although advisors and other professors do informally discuss employment opportunities with students that are nearing graduation.

Students also have an advisory committee, which is chaired by the student's academic advisor. In addition to the academic advisor, two other MPH program instructors and one graduate college representative are on the committee. They review all courses, approve the prospectus, defense and ultimately pass the student by unanimous vote.

Each student is provided with a MPH Degree Program Student Handbook at the student orientation. If a student cannot attend the orientation, s/he is given one in the beginning of his/her first semester in the program. The handbook is also readily available online.⁶⁵ See Appendix 29. The handbook is updated annually. The content includes a welcome from the dean of the SCHS, general information about the university, information about the history and the purpose of the SCHS, the MPH program's mission, goals and objectives, and the competencies for each specialty. The handbook also includes contact information, references, academic requirements, general academic policies, and a MPH handbook acknowledgment form, in order to ensure that every student has received and read a copy of the book.

4.6(b) Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints submitted for each of the last three years.

See Criterion 1.4(e).

4.6(c) Information about student satisfaction with advising and career counseling services.

Two alumni surveys have been sent out, the first sent out in summer 2009, and the second in summer 2011. Alumni reported on average that they were "satisfied" with the academic counseling they received. The first survey had 36 responses; out of the 36 participants 33 answered the question regarding academic counseling. The second survey had 31 responses and 27 answers to the academic counseling question. Graduates were asked "How satisfied were you with the academic counseling," with 1 being "Very dissatisfied" and 4 being "Very satisfied!" Respondent's answers from the 2009 survey resulted in a mean of 3.09. The mean for the 2011 survey was 3.37.

There were very few comments from the alumni surveys in regards to advising and career counseling services. They were, "All faculty advisors should be providing the same type and quality of advisement to thesis students"; "Create a Career Office for public health students that post (sic) available job and

⁶⁵ <http://publichealth.unlv.edu/>

internship opportunities”; and “Make sure everyone is on the same page when giving advice. I had 2 or 3 different versions of what needed to happen to turn in my Capstone Project.”

The UNLV Career Services Office reported that students graduating in 2009-2011 did use UNLV CareerLink (the online recruiting system provided by the university) and Career Services sponsored Career Fairs to look for employment⁶⁶, and found them to be useful services.

4.6(d) Assessment of the extent to which this criterion is met.

This criterion is met with commentary.

Strengths:

- Upon admission each student is assigned a faculty advisor and is required to meet with the advisor at least once during his/her first semester. Students may change their advisors by a request to the Graduate Coordinator.

Weaknesses:

- Although we have an established advising protocol, students often tend not to meet with their advisor until late during the first year. This often puts them behind with respect to filing their forms with the Graduate College.

⁶⁶ <http://hire.unlv.edu/reports.html>